DOCUMENT RESUME

ED 349 742	EC 301 487
AUTHOR	Ratliff, Mary A.
TITLE	Improving the Screening Process for Identifying Students with High Academic Potential from Minority Populations.
PUB DATE	Jul 92
NOTE	158p.; Ed.D. Practicum Report, Nova University.
PUB TYPE	Dissertations/Theses - Practicum Papers (043)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Ability Identification; *Academically Gifted; Black Students; Cultural Differences; Elementary Secondary Education; Evaluation Methods; Hispanic Americans; Inservice Teacher Education; *Minority Groups; *Screening Tests; Student Evaluation; Teacher Attitudes; *Test Construction; White Students

ABSTRACT

This practicum was designed to improve screening procedures for identifying students with high potential, to develop and field test screening instruments, and to increase the number of students with high potential from minority populations referred for further testing. Three screening instruments were developed for use in searching for students with high potential; a faculty workshop and grade-level team meetings were offered; and teachers were given a choice as to which screening instrument they wished to use. Using this approach in 2 schools, 140 additional students from minority populations were identified as students with possible high potential. Teachers participating in the workshop on student screening rated it very positively, and teachers (N=49) and parents (N=38) expressed satisfaction with the selected screening instrument. The practicum results indicate that it is important to allow flexibility for schools to personalize the process of screening for students with high potential, and that empowering individuals who are close to the students is the most effective way of implementing change. The practicum also found that when students in grades 3 and 5 completed the screening checklist themselves, clusters of traits were identified which were specific to White, Hispanic, and Black cultures. Appendixes contain survey forms, survey results, and practicum administration materials. (Contains approximately 70 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 349 742

Improving the Screening Process for Identifying Students With High Academic Potential from Minority Populations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

By

Mary A. Ratliff

Cluster 31

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary A. Ratliff
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

July 1992

EC 301487

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described

Verifier: ______________________________
Elizabeth Argott

Director of Student Instructional Services
411 West Henderson, Tampa, Florida 33602.

June 18, 1992
Date

This practicum report was submitted by Mary Ann Ratliff under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Mary Ellen Sapp
____
Georgianna Lowen, Ed.D.
Adviser

6/29/92
____
Date of Final Approval of
Report

This practicum is dedicated to my ten year old son,

Mark Andrew Ratliff.

His gifts of patience and encouragement are the unseen
wind that moves the towering sail which
connects our horizons forever.

Without the unending help of very special people
my goal could not have been reached.

Thank you Dr. Georgianna Lowen
for endlessly meeting the challenges and for
your inspirational guidance.

Thank you, Janet and Dale Nelson
for being my supportive family
and
thank you, Liz Argott,
for believing in me.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENT i

TABLE OF CONTENTS ii

LIST OF TABLES iii

LIST OF FIGURES iii

Chapter

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role 4

II STUDY OF THE PROBLEM 6

Problem Description 7
Problem Documentation 8
Causative Analysis 10
Relationship of the Problem to the Literature 12

III ANTICIPATAED OUTCOMES AND EVALUATION INSTRUMENTS 36

Goals and Expectations 36
Behavioral Objectives 37
Measurement of Objectives 38

IV SOLUTION STRATEGY 41

Discussion and Evaluation of Possible Solutions 41
Description of Selected Solution 44
Report of Action Taken 47

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS 51

Results 51
Conclusions 59
Recommendations 62
Dissemination 63

REFERENCES 64

Appendices

A DISTRICT FORMULA FOR GIFTED TEACHER UNIT ALLOCATION 72
B 1990 GIFTED SURVEY.................................... 73
C A COLLECTION OF STATEMENTS ABOUT CURRENT GIFTED CHECKLIST FROM PARENTS OF EXCEL, TEACHERS OF THE GIFTED, PSYCHOLOGISTS AND ADMINISTRATORS 74
D PROJECT ACTION ABSTRACT 76
E SPECIFIC DATA SCHOOL M AND SCHOOL E............. 77
F ROUGH DRAFT OF SCREENING INSTRUMENTS 79
G ROUGH DRAFT OF CHARACTERISTICS CHECKLIST 83
H POTENTIUAL INDICATOR BEHAVIOR CHECKLIST....... 85
I ANALYSIS OF POTENTIAL INDICATOR BEHAVIOR CHECKLIST FOR CULTURAL SPECIFIC BEHAVIORS TEACHERS AND ADMINISTRATORS 87
J FACULTY WORKSHOP JANUARY 89
K FACULTY SURVEY 95
L TEACHER SURVEY OF FACULTY WORKSHOP COMMENTS.. 96
M SECOND FACULTY WORKSHOP 98
N SURVEY AND MATERIALS FOR SCHOOL M 106
O SCREENING INSTRUMENT SURVEY AND SURVEY OF POTENTIAL INDICATOR BEHAVIOR CHECKLIST.. 118
P ADDITIONAL COMMENTS FROM POTENTIAL INDICATOR BEHAVIOR CHECKLIST PARENTS AND STUDENTS 119
Q A COMPARISON OF CULTURAL SPECIFIC BEHAVIORS REPORTED BY BLACK, HISPANIC AND WHITE STUDENTS WITH INDICATORS OF HIGH POTENTIAL ... 122

LIST OF TABLES

Table Page

1 Historical Data- District Records of Service to Minority Gifted 8

2 Satisfaction Levels of Teachers and Parents of the Behavior Checklist Combined Data from School M and School E 54

Table Page

3 A Comparison of the Numbers of Students with High Potential Referred for Further Evaluation in 1991 and 1992 Represented by Ethnicity 55

4 A Comparison of Ethnic Composition of Students With High Potential Referred for Further Testing with the Ethnic Composition of the School's Student Population and with the Ethnic Composition of District X.................................... 56

ABSTRACT

Improving the Process of Screening Students with High Academic Potential
With Emphasis on Students from Minority Populations
Ratliff, Mary A., 1992: Practicum Report,
Nova University, Ed. D. Program in Early and Middle Childhood.
Descriptors: Gifted/Disadvantaged/Minority Groups/Elementary/
Secondary/Ability Identification/Talent Identification/Screening/Intelligence
Testing/Resiliency.

This practicum was designed to (1) improve screening procedures for identifying students with high potential, (2) develop and field test screening instruments and (3) increase the number of students with high potential from minority populations referred for further testing.

Few students with high potential from minority populations are identified for service in programs for the gifted. The problem is that when using the current procedures of screening for students with high potential, students from minority populations are not referred for further testing. Three screening instruments were developed for use in searching for students with high potential, a faculty workshop was offered and teachers were given choices as to which screening instrument they wished to use when identifying students with high potential. Using this approach in two school sites, 140 more students from minority populations were identified as students with possible high potential.

The results of this practicum indicate that when a school commits to finding minority students with high potential and provides teachers with knowledge about the characteristics of these students, there is a significant increase in the number of students from minority populations identified as having high potential. Setting a goal within the school to identify students with high potential from minority populations is critical. Giving schools and teachers choices as to how they wish to go about screening for students with high potential from minority populations is a necessary, important first step in developing a commitment to the goal. Teachers reported a benefit in the use of screening instruments when identifying students with high potential from minority populations.

****

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling and mailing of the materials.

6/29/92
(date)

Mary A Ratliff
(signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting for this practicum was a large school district located in the southeast region of the United States. This school district was comprised of 18 senior high schools, 26 junior high schools, 100 elementary schools, and 11 special education centers. The district served approximately 129,000 students in grades kindergarten through twelve at school sites scattered over 1,100 square miles, an area equal to the state of Rhode Island.

According to the 1991 school records, the ethnic composition of the district was 63.98 percent White, non-Hispanic; 21.93 percent Black, non-Hispanic; 12.17 percent Hispanic; 1.63 percent Asian/Pacific Islanders; and .3 percent American Indian/Alaska Natives.

For this practicum it was important to know that in the home state of the writer, the education of the gifted was a part of the exceptional student education (ESE) funding structure. Therefore, school districts must identify gifted students according to the criteria established by the state. The state criteria for identifying gifted students mandated that the student must demonstrate

1. a need for a special program,
2. a preponderance of characteristics of giftedness as determined by a checklist of characteristics of the gifted, and
3. superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence (Statutes, 1990).

During the 1991 legislative session a bill was passed which created a legal structure to increase the participation of students from minority populations in programs for the gifted. Through this bill, the state encouraged districts to develop action plans for increasing the participation of students from minority populations in programs for the gifted. These district action plans must include: (a) a district goal to increase the percentage of minorities in programs for the gifted; (b) screening and referral procedures which will be used to increase the number of minority students referred for evaluation; (c) criteria for determining eligibility based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity; (d) student evaluation procedures, including the identification of the measurement instruments to be used; (e) instructional program modifications or adaptations to ensure successful and continued participation of minorities in the existing instructional program for gifted students, and (f) an evaluation design which addresses evaluation of progress toward the district's goal for increasing minority participation.

Since 1984 District X has followed the existing state criteria for identifying gifted students at each school site. The program for gifted provided instruction to over 5,500 students in grades three through twelve; approximately 2,800 of these gifted students were in grades three though six. The 1991 district records documented that the ethnic composition of the students participating in the program for the gifted was 91 percent White, non-Hispanic; 4.0 percent Black non-Hispanic; 4.0 percent Hispanic; .09 percent Asian/Pacific Islanders; .01 percent American Indian/Alaska Natives.

To further understand the uniqueness of the program for the gifted in District X it was necessary to know that, services to gifted students in the elementary program were provided through a pull-out instructional resource model. Gifted students were pulled from the mainstream classrooms for two hours each day for instruction in four subject areas, mathematics, science, health and computers. The students and teacher(s) were housed in a resource room/laboratory setting.

At ninety elementary school sites one hundred thirty-six teachers of the gifted provided instruction to the students in grades 3 through 6. Teachers of gifted were allocated to schools based on a district allocation formula which was developed by a committee of which this writer was a member (see Appendix A).

Seventeen of the ninety schools had not identified enough students to generate a full gifted teacher unit so at these sites a gifted/talented unit was created. In a gifted/talented unit the teacher of the gifted served the identified gifted students along with other students who demonstrated characteristics of the gifted and presented a need for the program, but who did not meet the I.Q. requirements. Emphasis was placed on providing critical learning experiences in mathematics and science along with an intent to retest these students in the future.

Ten school sites had identified fewer than the required eight gifted students to acquire a gifted/talented teacher unit. Therefore, these ten school sites offered gifted students a special assignment to a school which has either a teacher of gifted or a gifted/talented teacher unit.

The responsibilities of the teacher(s) of the gifted included: implementation of the curriculum, evaluation of pupil performance, the determination of student grades, holding conferences with parents, the completion of the necessary paperwork required of special instructional services programs, serving as a member of the child study team and giving assistance in screening for students with possible high potential. Also, teachers of gifted must be certified according to the criteria that was established by the state.

The individuals involved in this practicum included: (a) any person providing information to the screening process for identifying students with high potential (teachers, parents, administrators, psychologists, teachers of gifted) and (b) students identified as exhibiting indications of high potential.

This writer was the supervisor of the elementary programs for the gifted and talented, grades K through 6. The role of the supervisor included collecting records, reports and funding documentation that were required by The State Department of Education. The supervisor communicated to the teachers of the gifted the state's criteria for identifying the gifted student, the method by which documentation for gifted categorical funding was collected and the way in which all-necessary information must be prepared for regular audits of the program.

Also, the supervisor was involved with updating and implementing new and revised curriculum in the areas of mathematics, science, computers and health. Workshops were continually offered to teachers of the gifted to up-date their teaching skills and to extend and revitalize the existing curriculum. Teachers new to the program were provided with mentors and extensive pre-service training.

A rapidly growing role of the supervisor was that of grant writing and the development of business partnerships. Federal, state, and local grants were sources of additional funding. When such grants and partnerships were funded, the management of these grants and partnerships became the responsibility of the supervisor of gifted.

Another major role of the supervisor was that of planning and implementing the summer school for the gifted. In the summer of 1991 over 2,000 students voluntarily attended nineteen summer school sites. A total of fourteen different courses were offered during the six week summer school session.

Lastly, the supervisor of the gifted was the marketing agent for the county and the state. This involves attending many county and state level meetings; developing and implementing mini-conferences and building positive relationships with local universities. This writer served on the executive board for the state association for gifted educators and was the chairperson of the Scobee Scholarship Committee.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There was a prevailing belief within District X that quality education should be accessible for all children. Gifted students are an integral part of the total student population. In 1990 The State Department of Education (DOE) noted that students from minority populations were underserved in the programs for the gifted. To address this concern, the DOE established a formal structure which encouraged each school district to develop an action plan to increase the number of students from minority populations participating in programs for the gifted. The problem was that District X had not developed a formal action plan for increasing the number of students from minority populations participating in programs for the gifted.

Developing a K-12 district action plan was a complex task involving many steps in identifying and placing students in the gifted program. These steps include: screening, testing, staffing, placement and the development of an individual educational plan. The first step in identifying students for services in the gifted program was that of screening *all students* for indicators of high potential.

In District X a checklist was used to screen for students with high potential. This checklist was developed approximately eighteen years ago. When the checklist was developed, it was viewed as the last step in the screening process. The state statutes require that a student must demonstrate a majority of the characteristics on this checklist.

The checklist was composed of fifty six (56) randomly listed descriptions of student behaviors. Many of the behaviors listed had negative connotations. This negative connotation created a reluctance by those individuals completing the checklist to check these statements. Therefore, it was frequently difficult to document a majority of the characteristics on the checklist.

It can be seen from the above information that the currently used checklist was out dated and it included student behaviors that were perceived by those individuals completing the checklist as negative behaviors. Furthermore, since the checklist was the last step in the screening process its completion was not viewed as a critical, important step in the screening process.

If the problem were solved, the district would have a formal action plan for identifying all students with high potential and there would be two distinct steps in the screening process. The critical first step would be to acquaint classroom teachers with the characteristics of gifted children from all cultures. This would be followed by the identification of a pool of students with possible high potential.

The second step in the screening process would be that of gathering information from multiple sources about those students identified as having possible high potential. An, up-to-date, easily completed characteristics checklist would assist classroom teachers, special area teachers such as art, physical education and music, parents, peers, individuals in the community , and the student him/herself in documenting pertinent information about giftedness.

Nevertheless, the basic problem was that District X does not have a plan of action for identifying all students with high potential. The first step in developing a district action plan was to develop an effective screening process to identify a pool of potentially gifted students from all cultures. The next step was to design a method for collecting and analyzing information about each student identified as having possible high potential.

Problem Documentation

For the past twenty years the writer noted that few students from minority cultures were identified for service in the program for the gifted. The first method of documenting this problem was to review the records of ethnic composition of the students in the district and to review the records documenting the ethnic composition of students served in the program for the gifted. A comparison of the data of ethnic composition for students in the district and for students served in the program for the gifted are presented in Table 1.

Table 1

Historical Data - District Records of Service to Minority Gifted

Year	% Students in Total School Population who are BNH*	% Students in Gifted Program who are BNH*	% Students in School Population who are Hispanic	% Students in Gifted Program who are Hispanic
1984-85	23.56	4.55	11.91	3.90
1985-86	23.60	4.70	11.90	3.93
1986-87	23.58	4.72	12.00	3.95
1987-88	23.64	4.89	12.00	3.98
1989-90	23.72	5.09	12.08	4.00
1991-92	21.93	4.00	12.17	4.00

* Black non-Hispanic

It can be seen from Table 1 that records dating from 1984, revealed that approximately 2 percent of the school population is Black non-Hispanic. Of those students served in the Academically Gifted Program only 4 percent of these students were Black non-Hispanic. Approximately 12 percent of the school population was Hispanic and of the students served in the academically gifted program approximately 4 percent of these students were Hispanic.

A second method of documenting the problem was to survey the teachers of gifted in District X (see Appendix B). A survey was sent to these teachers in the fall of 1990. The survey asked teachers to list and to prioritize five areas in the gifted program that needed to be changed. Eighty per cent of the teachers surveyed listed revamping the checklist as an area of high priority needing to be changed. Five teachers listed a concern about the lack of identification of Black and Hispanic students for services in the program.

To better understand the problems associated with the checklist, an informal survey was completed of teachers of gifted, of psychologists, of administrators and of parents of gifted and talented students. The results of this informal survey (see Appendix C) indicated that the checklist lacked an explanation regarding the intent of its use, that directions for completing the checklist were absent, that many statements on the checklist were ambiguous and that behaviors of students from culturally diverse populations were not included in the behavior listed.

The need to revise the checklist was reiterated in July of 1991 by the District Steering Committee for Gifted. At the steering committee meeting goals and objectives for the up-coming school year were developed; one of the goals for the 1991-1992 school year was to develop a new gifted student characteristic's checklist.

It can be seen from the above documentation that a problem exists in identifying minority students for service in the gifted program in District X.

More specifically, the screening process and the characteristic's checklist used to screen students with high potential needed to be revised.

Causative Analysis

The failure to identify students with high potential from minority populations was the result of complex issues at the national, the state and the local levels of education.

From a national perspective, gifted child education was a relatively new area of concern and few federal dollars were spent on these efforts. In 1965 a definition of gifted was established from the office of the United States Department of Education, but it was not until the 1980's that federal funding became available. The existing federal funding for gifted education was distributed through Javits Grants. Most recently, in 1991, a Javits Grant funded a National Research Center on the Gifted and Talented at the University of of Connecticut. The National Research Center was a new resource for identifying examples of "best practices" and for distributing information regarding the education of gifted and talented students.

The development of the federal definition of gifted in 1965 created a unique opportunity for State Departments of Education to identify and serve gifted students. However as of 1990, only 26 states had mandated education for the gifted and of these states only 23 reported funding to accompany the state mandate (State, 1990). In the home state of the writer, gifted education was legislated in 1967 but it was not until 1977 that a criteria for gifted students was established and that state funds were allocated for program service.

Historically, when a state establishes a criteria for identifying gifted students, there was a heavy reliance on the use of an I.Q. score as the identifying factor. In the home state of the writer, the criteria for identifying the gifted was driven by an I.Q. score (State, 1990). The over-reliance on an I.Q. score was the driving criteria which resulted in the failure to identify students with high potential from minority cultures.

Issues at the local level center on the absence of an effective screening procedure, on the continued use of an outdated behavior checklist to identify students with high potential, and on the reluctance to identify and serve gifted students at an early age.

The current procedure used to screen for students with high potential relied heavily on unsubstantiated teacher recommendation, national achievement scores and parent referral. The behavior checklist used was developed eighteen years ago and the checklist was the last step in the screening process. Another issue was that District X had not been identifying gifted students before grade three. There was a reluctance to rely on the results of intelligence tests given at an early age as an identifying criteria for program services. This reluctance was combined with a caution that existed within the district regarding the efficacy of serving young children with high potential in specialized programs.

More specifically stated, the immediate problem at the local level was caused by (a) a reliance on an ineffective screening process; (b) the use of an outdated behavior checklist and (c) a reluctance within the district to identify and serve young children with high potential in specialized programs.

Other factors which were part of the problem included an absence of curriculum to meet the needs of the young gifted student and the needs of students from minority populations, a failure to identify teachers who wished to teach these children and a lack of teacher training so that teachers could effectively identify and meet the specific needs of the student with high potential from minority populations.

Finally, parent advocacy from minority populations have been disorganized and unfocused. Despite special efforts aimed at involving parents of identified gifted minority students in the local parent organization, the parent organization for the gifted was void of minority members. Teachers from minority populations could have been advocates for children from minority populations but representative numbers of teachers from minority cultures were not teaching in the program for the gifted. District records documented that only 4 percent of the current teachers of the gifted were from minority cultures. A combination of these factors resulted in a lack of momentum to develop a formal district level action plan to increase the identification of students with high potential from minority populations.

Relationship of the Problem to the Literature

Many professionals have written about the needs of the minority student, but since 1924 only 63 out of approximately 4,000 articles written about gifted education specifically address the needs of gifted students from minority populations (Harris, 1991). The literature offers few examples of programs for the gifted which successfully identify students from minority populations.

The literature reviewed for this practicum will be discussed using the following framework: (a) the complexities of identifying students with high potential; (b) the unique problems of identifying students with high potential from minority populations; (c) the procedures that show promise when identifying minority students with high potential and (d) a search for examples of "best practices."

The Complexities of Identifying Students with High Potential

Identifying students with high potential is a complex task. Intelligence is difficult to define. Studies of intelligence in the natural setting date back to 1840 when Darwin kept a diary on the activities of his first-born infant son, William. Gesell, in the 1940's, mapped out callendrical milestones that mark normal child development. He believed that if normal development could be charted, abnormal development could be detected. Historically there have been many approaches to quantify intelligence. These efforts have yielded long lists of intelligence tests. Yet none have eased the task of identifying students with high potential.

Karnes and Johnson (1986) tell us that assessing intelligence is a complicated concept because intelligence cannot be directly measured like height or weight. Intelligence only can be indirectly measured and observed. Caine and Caine (1991) remind us that we lack understanding of how the human brain operates. This is especially evident when looking at optimal brain functions.

Clark (1988) tackles these issues by describing observed traits. She describes students with high intelligence as having a capacity for insight into complex relationships, a need to be involved in abstract thinking, an adaptable ability for problem solving and a capacity to acquire new capacity. These observed traits assist in developing a mental picture of the activity indicative of high potential within and surrounding an individual.

Another way of describing intelligence is through a set of human features. Caine and Caine (1991) describe the human brain, irrespective of a person's age, sex, nationally or cultural background, as being equipped with a set of features to be nurtured. These features include (a) the ability to detect patterns and to make approximations (b) the phenomenal capacity for various types of memory (c) the ability to self-correct and learn from experience through analysis of external data and self-reflection, and (d) an inexhaustible capacity to create. When integrating the work of Clark (1988) and Caine and Caine (1991) one notes that each of these models of intelligence include evidence of stored knowledge, the propensity to act on the stored data and the ability to develop additional capacity or the potential to create.

Gardner's (1983) view of intelligence connects intelligence to disciplines, subject areas and intuitive thought. He speaks of intelligence as a theory of multiple intelligences (MI). These multiple intelligences include: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and interpersonal and intrapersonal intelligences. He states that the intelligences of linguistic and logical-mathematical thought are nurtured in the schools but that our society has overlooked the importance of nurturing the remaining five intelligences.

Another model of intelligence that breaks from an uni-dimensional construct was developed by Sternberg (1984). The Sternberg model defines intellectual giftedness in a way that exceeds what is measured either by IQ or achievement tests. He describes intelligence as a triarchic frame of abilities which includes: analytic, synthetic and practical abilities. Analytic abilities are described as being able to dissect a problem and understand its parts. Synthetic abilities are seen in people who are insightful, intuitive, creative or just adept at coping with novel situations. Practical abilities involve applying analytic or synthetic abilities to everyday, pragmatic situations. These kinds of abilities are not measured by conventional tests of intelligence.

Feldman (1992) reiterates the movement among scholars from a singular to a multiple intellectual construct of intelligence. He believes that the multiple intellectual construct passes through developmental ages and stages. This implies that intelligence is manifested in different ways at specific ages in the life of a human being and that the manifestation of intelligence may indeed change from birth through adulthood. He describes these intelligences as relating to each other. Evidence of intelligence is expressed through competencies which are communicated through the use of symbol systems. When these symbol systems become organized around a specialized skill or discipline a stage of competency in that discipline is created. This stage of competency can be described as a range from novice to expert. Taking this idea to a higher level of competency is to connect the individual's level of competency within the discipline to a comparison with the competency levels in the entire field. In other words to compare the individual's work with that of the masters in the field. For example, the young artist begins to evidence his giftedness by a highly developed symbol system of art at an early age. As he grows older he becomes an expert in a specific area of art which is referred to as a domain competency. The highly developed skill in the domain competency becomes part of the field of art which includes the world masters and a field competency. Therefore intelligence is an ever expanding developmental movement from novice to expert among levels of competencies. Each individual passes through competency stages which range from novice to expert in each competency level, symbol, domain or field. Feldman explains the child prodigy as a separate category of early emerging high level competencies.

Maker (1987) focuses on the role of the educator in observing intelligence. She suggests that educators need to become actively involved in identifying levels of problem solving abilities. Her approach centers on the student's ability to solve problems as a driving factor in measuring intelligence. Observing a student solving problems in natural settings gives trained observers clues about the child's level of problem solving ability. Maker has developed observational tools and a matrix to assist teachers in gathering problem solving information about children.

The effect of testing children in their known environment was studied by Ceci (1990). He discovered that a child's ability to identify complex visual patterns exhibited a quantum jump when the same patterns were depicted by small pictures of familiar objects embed in a video game instead of presenting abstract geometrical figures in a paper and pencil format. He questions the wisdom of making educational decisions when relying on a score that is obtained in an isolated setting separated from the child's known culture and out of context from the children's world of experiences.

Banaji and Crowder (1989) also focus on the interactive nature of human beings with their environment. They state that human beings are constantly interacting with their environment. This is a synergistic relationship in which both the individual and the environment are being shaped by the interactive process itself. Intelligence is shaped by this interactive process and therefore to study intelligence apart from the environment is questionable.

It is important to recognize that certain types of environment(s) are needed to exhibit specific characteristics and that students who come from some cultures may have come from environments where these specific characteristics were not encouraged. For example, the behaviors viewed as indicative of giftedness may not be valued in the child's culture of origin (Frazier, 1987).

The importance of a nurturing environment was highlighted earlier by Caine and Caine (1991); Bloom (1985) elaborates on this idea when he states that for talent to grow there must be environmental support from significant others in the life of the child. This support must include special experiences; excellent teaching and applicable motivational encouragement at each stage of development. He believes that no matter what the quality of the initial gifts, there must be support from attentive parents, tutelage from a remarkable series of teachers and constant personal coaching.

The school setting is sometimes a counter culture to the student and the observable clues of intellectual development can be missed. As students enter the intermediate school years, the value of being gifted may not be a value of the peer group. Consequently, many students have learned consciously or subconsciously to hide their true abilities in the classroom because their peers do not place a high value on their intellectual giftedness (Tuttle, 1988). It must be recognized that sometimes the goals of the school programs do not match the student goals and this mismatch complicates the identification process.

At its best, the identification of the gifted is an inexact science. Tannenbaum (1986) argues that procedures for identifying students with high potential must be broad inclusive systems and that these systems must have a built-in method of error correction.

School districts do not follow the Tannenbaum (1986) broad inclusive systems approach to identifying students with high potential. Most often a single tool of identification and a single I.Q. score is used to screen and identify students with high potential. The result of this uni-dimensional view is that it continues to encourage a simplistic concept of intelligence among classroom teachers and the classroom is where the screening process for identifying gifted students begins.

Tuttle (1988) states that testing and evaluation practices in schools place a high emphasis on students perfecting performance skills and that teachers are encouraged to rewarded students for compliance behaviors; therefore. teachers who place a high value on the characteristics cited of gifted individuals, face the dilemma that these indicative characteristics of gifted students may not be the characteristics that are rewarded in the classroom. Culross (1989) believes that teachers are more likely to refer students who are highly verbal or highly motivated for gifted programs. Therefore the quiet underachieving student and the student who may not conform to behaviors of compliance may be missed.

The level of awareness and sensitivity of classroom teachers to the characteristics of gifted students plays an important role in the identification of students with high potential. The classroom teacher is the key person in the screening process. Universities are not training classroom teachers to work with the gifted student and even more importantly teachers are not sensitized to the unique characteristics and needs of the gifted student from minority populations (Yarborough and Johnson, 1983).

In the home state of the writer, teachers of the gifted must be certified. Parker and Karnes (1987) report that 134 colleges in 42 states offer training for teachers of the gifted. However, an update of this study reports that institutions of higher learning in the United States training teachers of the gifted has decreased to 127 colleges and universities (Karnes, 1991).

Many experts in the field agree that students with high potential are frequently overlooked in the educational system. In 1982 Fox told us that schools not only had neglected the gifted student by ignoring their identification but that districts had not developed programs to meet the needs of these students.

Other school personnel share the concern about the screening and identification procedures for the gifted. Maker (1987) surveyed school psychologists and found a high level of distress over the low representation of minority students in gifted programs. Many questions were raised among school psychologists about the choice of tests, the testing procedures and the use of intelligence tests in programs for the gifted.

In 1991 Cramer identified and prioritized the top issues of gifted education in the United States by using the Delphi Technique. Those issues identified as having top priority were: (a) appropriate curriculum for the gifted (b) the identification of children for gifted (c) the selection and training of teachers of the gifted and (d) the identification of special populations of gifted students.

The Unique Problems of Identifying Students from Minority Populations

Assessing the intelligence of students from minority populations presents unique problems. Karnes and Johnson (1986) state that assessing intelligence is a complicated concept that becomes even more complex when developing a system that is equitable to children from minority populations.

Most often minorities are defined as Black, Hispanic and American Indian. Of these groups, Black are the most frequently discussed and for whom more research-based information exists. With this in mind, Harris (1991) points out that when examining the relevant literature since 1924, only 63 out of approximately 4,000 articles on the gifted addressed minority group members. He states that the percentage would be even lower if one counted only those articles about gifted African-Americans. A recent study conducted by the National School Board's Association reports that Hispanics have become more segregated than blacks in American schools (Schmidt, 1992). This report states that since 1972 the degree of school segregation confronted by African-Americans has remained stable.

One of the most serious problems in programs for the gifted is that students with high potential from minority populations are not referred for evaluation. Karnes (1990) points out that it is almost impossible to expand services to include students from minority populations when these students are not even referred for evaluation. Gallagher (1974) states that when teacher nominations are relied upon to identify a pool of students with high potential, students who do not fit typical pictures of gifted children are not nominated. It is the opinion of this writer that Gallagher (1974) portrays the problem when he states that, "if you don't get a chance to come to bat, you don't get a chance to hit" (p. 110).

It must be recognized that factors of giftedness within minority groups are interwoven within the uniqueness of their environment. The ecological perspective of Bronfenbrenner (1979) is useful in understanding the role of the family, the school and governmental, social and economic agencies on the development of the child Research on poor families has shown that poverty has a unique environmental impact on nearly all aspects of children's lives including nutrition, health care, housing, education and recreation (American Public Welfare Association, 1986; Rodgers, 1986; Schorr, 1986). Within this complex environment the value of (or lack of value of) high performance on standardized tests and attitudes toward education are conveyed to children. Frazier (1987) points out that attitudes are extremely powerful. Since children in some home settings have limited encouragement and support for educational pursuits, a variety of organizations and many people need to be involved in the referral process.

Churches, peers, parents, students themselves, and educators are all important resources of information when searching for students with high potential from minority populations.

It is important when searching for students with high potential from minority cultures, to identify negative factors which hinder the observer from recognizing the minority student with high potential. These negative factors include: (a) minority students frequently come from largely anti-intellectual environments, unstable families, and homes and communities that provide poor or no role models; (b) frequently minority students have low self concepts and (c) often huge gaps in basic skills, with particular deficiencies in verbal skills. These factors affect their performance on standardized tests of mental ability (Frazier, 1987).

It is important to recognize that there is a range among black family types. A report developed by the state of Texas describes four types of black families. These family types include: (a) the high socioeconomic environment with well educated parents who provide numerous experiences with high levels of self confidence and with high aspirations for both themselves and their children; (b) the middle socioeconomic environment with an intellectual environment in the home where parents provide many experiences and exhibit high levels of self confidence and high aspirations for themselves and their children; (c) the low socioeconomic but organized environment where children are well cared for by parents with limited education and where there are moderate or low levels of aspirations and moderate to low levels of self confidence for both themselves and their children and (d) the very low socioeconomic environment with limited educational traditions in the home. This environment is characterized by a disorganized, unsupportive environment regarding intellectual pursuits, with limited aspirations and low self concepts for themselves and their children (Frazier, 1991).

Analyzing the above data has led experts (Frazier, 1991, Karnes, 1990) to conclude that that gifted children from black families of middle and upper socioeconomic status exhibit similar characteristics to gifted children from white families of the same socioeconomic status. Therefore, it seems the same procedures for identification are applicable to both groups (Karnes, 1990).

Conversely, some experts believe that children from low and very low socioeconomic environments exhibit unique learning styles and that their exceptional abilities are observed only under defined circumstances. Hilliard (1976) concluded that black children from low and very low socioeconomic environments tend to view things in their entirety rather than in isolation. Also, they seem to prefer inferential reasoning to deductive and inductive reasoning and they appear to focus on people and their activities instead of objects. Finally, they tend to prefer novelty, personal freedom and distinctiveness and they tend to approximate space, number and time instead of aiming for complete accuracy.

Fairley (1990) lectured on the success of programs which focus on early intervention with low income families (Head start). It is important, he stated, that children with high potential from the minority cultures are identified at an early age. He pointed out the value of using a direct teaching style and the importance of teaching these children the culture of the school and schoolwork habits. Parents need to understand they play a vital role in the cognitive development of their child at an early age and that quality role models are of primary importance in the life of their child.

Based on the above information, it is crucial that educators rethink the way students are identified for gifted programs. Harris (1991) states that culture-based definitions are critical for gifted Black students to be identified. Fairley (1990) states that we must look at "what we know works" for the gifted black child or we will continue to overlook these students in the identification process. He states that contemporary definitions must acknowledge that giftedness results from the interplay of culture, language, world-view, conceptual style, values and personality.

Another method of searching for a way to identifying all students with high potential is to investigate the mental traits of giftedness that are common to all cultures. As far back as 1974 Gallagher and Kinney identified five abilities which are common to all cultures. They include the ability to (a) meaningfully manipulate some symbol system, (b) think logically when given applicable data, (c) store knowledge and to solve problems, (d) reason by analogy and (e) extend or extrapolate knowledge to new situations. These traits closely aline with Caine and Caine's (1991) description of the features of the human brain irrespective of cultural background which includes: (a) the ability to detect patterns and to make approximations; (b) the phenomenal capacity for various types of memory; (c) the ability to self-correct and learn from experience through analysis of external data and self-reflection; (d) an inexhaustible capacity to create.

These common characteristics may be useful in identifying the minority student from middle and high socioeconomic levels, but educators need to look beyond these resources for answers to the unsolved problem of identifying students with high potential from low and very low socioeconomic backgrounds. This means that the work of anthropologists, sociologists and social learning theorists needs to be reviewed for possible solutions.

One such area that combines the work of anthropologists, sociologists and social learning theorists is that of the study of resiliency. It is the opinion of this writer that researchers interested in defining the components of resiliency may in actuality be defining a component of giftedness. Dugan (1989) describes resiliency as the capacity to bounce back or recover from a disappointment, obstacle, or setback. He further states that this is not an uni-dimensional capacity or a "one time happening", but there is a "pattern of resiliency." Glaser & Ross (1990) expanded on this idea when they developed a a list of characteristics of resilient students from disadvantaged backgrounds. These characteristics include (a) a strong sense of pride, (b) an ability to survive over great odds, (c) a questioning orientation, (d) a capacity for self reflection, (e) an awareness of alternatives, (f) they are risk takers and (g) they channel their rage. The even more recent writings of Garbarino, Dubrow, Kostelny and Pardo (1992) suggest that some children are born resilient. These children seem self-confident, sociable, active, realistic and flexible. They recover quickly from stress and adapt quickly to new situations. Garbarino, Dubrow, Kostelny and Pardo (1992) point out that even the most resilient children need a stable emotional relationship with at least one parent or person and that these children must have a supportive school environment where teachers have received training in understanding the unique emotional needs of these children. School should be a place where an attachment with quality role models is encouraged.

In searching for a pattern of common traits in the work of Gallagher and Kinney (1974), Caine and Caine (1991), Glasser & Ross (1990) and Garbarino, Dubrow, Kostelny and Pardo (1992) this writer finds the common threads of (a) the ability to communicate (b) the ability to build on stored knowledge, (c) the capacity to learn from experiences, (d) the capacity to create,

(e) the personal quality of risk taking and (f) the ability to solve problems. In reviewing the above qualities it seems that five of the six abilities are internal processes and cannot be viewed directly. For example, the ability to communicate, the ability to build on stored knowledge, the capacity to learn from experiences, the personal quality of risk taking and the capacity to create seem to be internal abilities. The ability to solve problems successfully, however, is a an integrating activity and a recordable, observable behavior of human experiences.

Problem solving requires combining many components of thought. Perry (1989) discusses human thought from three levels of action (a) random, (b) routine and (c) reflective. Random action occurs when an individual functions using an unconscious trial and error approach. Beginning learning usually takes this form. During the random action level of functioning there can be creative problem solving. Some would refer to this as "being lucky." The routine action level focuses on perfecting skills, rituals and games. Perry contends that schools focus on the routine level of action and that there is only minimal encouragement for creativity at this level of human action and therefore the creative problem solver may not be noticed. The third level of action, reflection, is the highest level of human action. Reflection is when an individual internalizes events, combines these events with past experiences and creates a new action, or solves the problem for now.

When combining the contributions of Perry (1989) with the work of Gallagher and Kinney (1974), Caine and Caine (1991), Glasser & Ross (1990) and Garbarino, Dubrow, Kostelny and Pardo (1992), it seems that the critical times to search for clues of giftedness would be during random and reflection periods of learning. During these times all six of the common traits (a) the ability to communicate, (b) the ability to build on stored knowledge, (b) the capacity to learn from experiences, (c) the capacity to create, (d) the personal quality of risk taking and (e) the ability to solve problems could be observed. It seems to the writer of this practicum that in the educational setting teachers focus on the routine actions of students for clues of giftedness. Students are awarded grades and valued on the basis of their conformity to standards of perfection of routine tasks.

The above discussion points out that there are specific traits of minority students with high potential from low-socioeconomic backgrounds and that there may be specific times when these traits can be more easily observed. This information gives educators new directions for identifying students with high potential and it presents an urgent need for programs of the gifted to use recent research to implement effective ways of identifying students with high potential from minority populations. Richert, Alvino, & McDonnel, (l982) point out that if equity and utility are valued rationales in the educational system, then identifying gifted students from disadvantaged populations presents a unique opportunity for the educational system to act on these rationales.

Since l982 (Richert) the procedures for identifying the gifted student have been questioned. Those procedures questioned were (a) addressing only academic achievement, (b) the use of inappropriate instruments, such as I.Q. tests, (c) combining scores when multiple criteria are used and (d) the violation of access to opportunity as evidenced by the underrepresentation of minority groups in gifted programs.

All of the above point to an urgent need to rethink the methods and the instruments currently used for screening for students from minority cultures. Tuttle (l988) states that currently used instruments and lists of characteristics of gifted are useful for most students, but these approaches may not reflect giftedness in individuals who come from cultural environments that differ from those of the majority. Feldhusen (1991) alerts us to drawbacks in the use of checklists. He found that teachers did not believe checklists were effective in identifying gifted students and that checklists require an undue amount of time to complete. Also, the teachers stated that checklists are highly subjective, difficult to complete accurately and that they believe that the results are ignored during the selection process.

Baldwin (1987) suggests that observational techniques combined with community nominations, peer nominations, parent nominations, and teacher nominations need to be explored as ways of identifying black capable children. Karnes and Johnson (1986) favor using broad sources of information plus anecdotal records and products from the child.

In 1984 Baldwin explored the use of a matrix approach in collecting and analyzing data about students with high potential. This matrix approach relied on a constellation of assessment scores. These scores were assigned a 1-5 quality on the horizontal axis. However, not everyone agreed with this approach. Feldhusen, Baska & Womble (1981) criticized this approach because it gives equal weight to data from dissimilar sources.

In reviewing the literature this writer found that there is much controversy about the method used to identify minority students with high potential; however, there is agreement that the use of a single score for assessing students with high potential is grossly inadequate (Gardner, 1983; Sternberg, 1984; Maker, 1991, Gallagher, 1974, Ceci, 1990, Karnes & Johnson, 1986, Frazier, 1991).

Another area of major concern is the need for necessary, critical enrichment at an early age for the continued development of cognitive abilities in bright children. Karnes and Johnson (1986) contend that little effort has gone into nurturing bright, young, black children because there is disorganization among the minority families. Developing a strong advocacy for children among these families is not easy because there are many negative feelings toward school within the family. Boocock (1972) states that many of these parents have not been successful at school and they are therefore less likely to know how to gain access to successful educational programs.

Harris (1991) laments over the time that it takes in moving current research into practice. He states that the following seven elements are necessary to expedite action: (a) There must be continual professional education of all school personnel, (b) Parents must become active participants in the process because the first six years of life are crucial in the development and manifestation of giftedness, (c) The community must become involved in the practice of educational excellence, not just in movement advocacy, (d) Public education must meet the needs of all students. This message cannot be imbedded in the rhetoric of excellence, equality and equity, (e) A philosophy of pluralism must pervade in our schools and in society, (f) Educators must use non-traditional and pluralistic instruments which capture the richness of individual and cultural differences for identifying minority students with high potential, (g) Educational programs must acknowledge non-cognitive, nonacademic skills, and (h) The instructional style of teachers must match and complement the learning styles of their students.

Promising procedures for identifying minority students with high potential

Many experts through the years have outlined procedures and have developed assessment tools for identifying students with high potential from minority populations, but much of what was written did not reach the school setting. Feldhusen (1991) pleeds with educators that identification procedures must remain dynamic and that the procedures they use should be continually reevaluated in the light of changing theory, research and evidence of "best practices." He also emphasizes the importance of school districts developing unique procedures which match each local setting.

It is important and promising to note that the State Department of Education has created a legal structure (see Appendix A) to increase the number of students from minority populations participating in programs for the gifted. This legal structure encourages school districts to write action plans which implement unique procedures for each school district to identify and serve students with high potential from minority populations.

In 1982 Richert, Alvino and McDonnel listed six broad principles that can serve as guides to districts in developing their action plans. These principles state that for actions plans to be successful the plan must (a) include plans for developing advocacy, (b) be defensible, (c) demonstrate equity and pluralism and (d) be comprehensive and pragmatic.

Further help is offered by Feldhusen & Baska (1985) when they identify the steps that need to be addressed in the identification process for identifying students with high potential. Feldhusen & Baska (1985) recommend that the identification process be a five step process: (a) Nomination: An inclusive, not exclusive, process to locate all-possible students who would benefit from the available program services. (b) Assessment: Gathering of additional information on nominated students to get a clear picture of each student's abilities and needs. (c) Data Synthesis: Organizing the data gathered into a reasonable form for comprehensive analysis. (d) Diagnostic Assessment by a Committee: Decision making on the basis of the information gathered. (e) Validation: Evaluating the efficacy of the identification process for matching student needs with program services.

The nomination step in the process is critical. Tannenbaum (1986) suggests that the nomination process must be broad enough, so that, children who show even "vague hints of giftedness" are included. Frazier (1987) voices the same view by saying that when identifying students from minority populations there must be an agreement to use a group of measures of "best practices." These "best practices" include: (a) Focus on the diversity within gifted populations. (b) Make the goal inclusion rather than the exclusion of students. (c) Gather data from multiple sources. (d) Collect both objective and subjective data (e) Use professionals and nonprofessionals who represent various areas of expertise who are knowledgeable about behavioral indicators of giftedness. (f) Begin identification for potentially gifted students as early as possible and make it a continuous process that consists of a variety of steps. (g) Pay special attention to the different ways in which children from different cultures manifest behavioral indicators of giftedness. (h) Delay decision-making until all data on a student has been reviewed. (i) Use data collected during the identification process to determine program modifications and curriculum.

Renzulli and Reis (1986) identify four clusters of information useful in the nomination and assessment phases: (a) Psychometrics {tests}, (b) Developmental {teacher, parent and self nominations, rating scales}, (c) Sociometrics {peer nominations and ratings} and (d) Performance {actual examples of relevant accomplishments}.

Building on the ideas that non-traditional measures must be included in the nomination process and that problem solving in the natural setting provides important information about children's thinking, Maker (1991) studied the use of a five level problem solving observation scale to identify students with high potential from minority populations. This scale focuses on recording the observed behaviors of students as they solve problems in a natural setting using many brightly-colored shapes and sizes of cardboard with rubber/plastic connectors. She views this procedure as a possible method of identifying children with high potential from minority cultures.

Sternberg (1991) hopes that the Sternberg Triarchic Abilities Test which was to be published in 1991 will assist in the identification of students with high potential from minority cultures. This measure will provide separate scores for analytic, synthetic, automatization, and practical abilities including separate subscores for verbal, quantitative and figural processing. The advantage of this test is that (a) intellectual giftedness is defined in broad terms, (b) the test will include a measure of products instead of the processes of learning, (c) it will measure a level of motivation and (d) the test will not be time bound.

Renzulli (1977) developed the three-ring concept of identifying giftedness which includes the following student traits: above-average ability, task commitment, and creativity. Based on this identification model, Renzulli developed a model for curriculum development, the School-wide Enrichment Model which focuses on the concept of compacting curriculum. This means that teachers follow an eight (8) step process in deciding what to teach and how to teach the curriculum. The School-wide Enrichment Model, which makes provisions for students to take responsibility in defining their individual level of involvement in their studies, is described as the Revolving Door Model. Students can revolve, with varying levels of motivation, in and out of the program. Using this model a larger group of identified students with talent can participate in enrichment activities in a gifted program.

A Texas Report (Frazier, 1991) describes the use of student portfolios to document eight (8) components of thought which are indicators of giftedness. These components of thought include: (a) unusual presentations of an idea, (b) work advanced beyond the student's age or grade level, (c) complex or intricate presentation of an idea, (d) in-depth understanding of an idea or skill, (e) resourceful and clever use of materials, (f) evidence of support of research for an idea, (g) a high level of organization to communicate effectively and (h) evidence of high interest and perseverance. The Texas report provides documentation that student portfolios can serve as a meaningful method for documenting high potential

All of the literature reviewed by the practicum writer supported the use of multiple measures in identifying students for gifted programs. To get a picture of gifted student identification practices on a national level, Yarborough and Johnson (1983) found that 85 percent of the gifted and talented programs surveyed used a combination of data collected from psycho-metric measures (I.Q. tests and achievement tests) and developmental data (behavioral checklists) to identify gifted students.

1992 is a critical and promising time in the history of American education because of the advent of national goals for education, the publishing of the report by the Secretary's Commission of Achieving Necessary Skills (SCANS, 1991), the prospects of developing a national test of student achievement which is based on national standards of education, and the emerging concept that schools should be managed through a structure founded on site-based-management. The fact that the educational structure itself is changing shows a movement of acceptance for change in the educational system. This climate of change creates a sense of immediacy to implement new and promising procedures for identifying minority students with high potential.

The search for examplitory programs

The search for examplitory programs and for examples of "best practices" in identifying students with high potential from minority populations produced limited results.

The results of implementing a program based on the Renzulli Model (1977) was described by Cooper (1983). Eight (8) Connecticut school districts participated in this study. The conclusions of this study were that (a) the goals of the program were attained, but the gifted program had not been integrated into the total school curriculum, (b) more students were served in the gifted and talented program, but there was not a significant increase in the identification of students from minority populations.

The use of skill in problem solving as an indicator of giftedness is discused by Maker (1991). Project Step-Up uses a five level problem solving ability observation scale for identifying Navajo Indian children with high potential. Following the identification of the student's level of problem solving, instructional strategies and materials can be matched to the strengths and weakness of the student. This project is in the beginning stage of development and conclusive data is not available.

The results from the Programs of Assessment, Diagnosis and Instruction (PADI) were reviewed. This system is designed to identify black and Hispanic students in grades one through three who have deficits that mask their potential. A battery of four instruments was selected to screen these students with possible high potential. The battery of instruments included: the Cartoon Conversation Scale, the Diagnostic Thinking Test, the Draw a Person profile and an adaptation of the Circle's Activity. It is reported that when using this battery of instruments the ethnic representation of the community was reflected in students identified for the gifted program. Johnson (1985) states that these instruments are valid indicators of intellectual functioning, critical thinking and creativity.

Orr (1990) described a program in the home state of the writer that collects data about fourth grade Black students using the Structure of the Intellect (SOI) profile (Guilford,1967). The SOI profile defines one-hundred-twenty components of the intellect with levels of competency in each of the separate components. Even the shortened version of the inventory produces vast amounts of information about the child's profile of learning which can be used for developing curriculum and planning small group instruction. It is reported that following a year of participation in this program approximately 40 percent of the students met the state criteria for identifying gifted.

Sutton (personal communication July 20, 1991) discussed using a weighted matrix approach to synthesize the data about students with possible high potential. He reported that when using a five domain weighted matrix approach which included achievement scores, IQ scores, a teacher checklist of characteristics of gifted, a parent checklist of characteristics of gifted and specific environmental indicators, only .04 percent of the populations identified were from minority cultures.

In reviewing the existing programs which specifically address the screening and identification of minority students with high potential, this writer finds there is a theme of struggle and a spirit of inconclusiveness to finding effective ways of identifying these students. There certainly is no one way nor is there conclusiveness in defining "best methods" to identify these students. The commonality among the programs reviewed was that each program used multiple measures for screening and identifying these students.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the public school system of District X was to deliver quality education that was accessible to all students. Some students arrive in the school setting with high potential. There was a concern that students with high potential from minority populations were overlooked and they were not identified for services in the program for the gifted.

The overall goal of this practicum was that District X would establish and implement an action plan to increase the number of students from minority populations participating in programs for the gifted. The first step in accomplishing this goal was to improve the screen process by which all students with high potential were identified for further testing.

Teachers have a strategic role in the screening process; therefore, the first expectation of this practicum was to raise the level of awareness of teachers regarding the specific characteristics of students with high potential from minority populations by assisting them in screening for all students with high potential.

A second expectation was to develop an instrument to collect data about the individual students identified as having high potential.

A third expectation was to identify a pool of students with high potential which includes a representative number of students from minority populations to match the ethnic composition of the student population either in the district or in the target school-site.

Behavioral Objectives

The objectives for this practicum were as follows:

Objective One

The first objective of this practicum will be to modify current procedures of screening for students with high potential by developing a faculty in-service workshop which focuses on specific characteristics of students with possible high potential from culturally diverse populations. In the faculty in-service workshop teachers will be given assistance in identifying a pool of students with high potential with emphasis on students from minority populations. The faculty in-service workshop will be considered successful when 25 of the 30 faculty participants at each school can identify a profile of potential giftedness in minority populations by listing on the faculty survey three specific characteristics of potentially gifted students at their school site.

Objective Two

A second objective of this practicum will be to develop a class survey which will guide teachers in the identification of a pool of students with high potential with emphasis on students from minority populations. The class survey will be considered useful when 50 of the 60 teachers completing the class survey at the target school sites identify one student with possible high potential using the class survey.

Objective Three

The third objective will be to develop an instrument (checklist) to individually screen students identified as students with high potential; special emphasis will be placed on identifying students from culturally diverse populations. The instrument to be developed will be piloted in the target school-site population and will be evaluated by parents and teachers.

Success will be measured by data collected from parents and teachers using a checklist evaluation survey. The checklist will be considered effective when 20 out of 30 parents completing the checklist indicate a positive response to the completion of the checklist and list two indicators of their child's high potential in response to the open ended question. The checklist will be considered effective when 20 of the 30 teachers completing the checklist indicate a positive response, report that they believe that this checklist can identify students with high potential from culturally diverse populations and list one way in which the identification of students with high potential from minority populations can be improved.

Objective Four

Objective four will be to implement the use of the checklist for identifying students with high potential. Success will be measured by an identified pool of students with high potential which includes 25% black, non-Hispanic; and 13% Hispanic or a representative percentage that reflects the ethnic population of student population in the school.

Measurement of Objectives

The first objective of this practicum was to modify the current screening procedures of screening for students with high potential by sensitizing classroom teachers to the specific characteristics of students with high potential from minority populations and to emphasize the importance of the role teachers play in the identification process. This objective would be met by developing and implementing a faculty workshop which focused on specific characteristics of students with high potential from minority populations. Objective one would be measured by a survey of the classroom teachers participating in the faculty workshop and would be considered successfully achieved when 25 of the 30 workshop participants at each school list three (3) specific characteristics representative of students with high potential from minority populations at their school site.

The second objective of this practicum was to develop screening instruments which will assist teachers in the identification of a pool of students with high potential with emphasis on identifying students from minority populations. The screening instruments would be considered useful when 50 of the 60 teachers using at least one of the screening instruments at the target school sites identified one student from a minority population with possible high potential using the screening instrument(s).

The third objective was to develop a checklist to gather data about individual students identified as students with high potential. Special emphasis would be placed on gathering data about students from minority populations. The checklist would be piloted among parents and teachers in the two target school-sites.

Success among parents would be measured by data collected from a survey of parents regarding the format, the time required to complete the checklist, the language of the checklist and the belief that the checklist identified the behaviors of gifted potential. The level of effectiveness of the checklist is based on 20 out of the 30 parents completing the checklist indicating a positive response to the format, the time required to complete the checklist, the language of the checklist and the belief that the checklist identified the smart behavior(s) of their child. A second method of measuring the success of this objective was by 20 out of the 30 parents listing two indicators of their child's high potential.

The checklist would be considered effective among teachers when 20 of the 30 teachers completing the checklist indicated positive responses to the format of the checklist, the time required to complete the checklist, the language of the checklist, the belief that this checklist finds the "child with high potential", and reported that the checklist was useful in identifying students with high potential.

Objective four was to implement the use of the revised screening procedures and the revised checklist for identifying students with high potential. Success would be measured by an identified pool of students with high potential which includes 25 percent black, non-Hispanic; and 13 percent Hispanic or a representative percentage that reflects the ethnic composition of the student population of the school.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Developing and implementing a screening process which identifies all students with indicators of high potential is the first step in screening for all students with high potential in District X. Students with high potential from minority populations are often overlooked in the screening process. These students do not display behaviors that match the school profile of students with high potential. The classroom teacher is the key person in the identification process because the teacher is in direct contact with these students on a daily basis.

Many approaches were considered as possible solutions to these problems. Solutions which focused on increasing the level of awareness of classroom teachers to the specific characteristics of minority students with high potential and those which provided insight into developing new instruments to screen and gather information about students with high potential were given high priority.

The literature reviewed suggested that using the case study approach is the most effective way of making teachers aware of the specific characteristics of gifted students and it is the most thorough method of gathering information about students with high potential (Feldheusen & Baska, 1985). This solution was considered but it was not viewed as a possible solution because the case study approach requires many resources which include time, training, personnel and materials. These resources are not available in District X.

A second possible solution was that of training teachers to use problem solving in their teaching and collecting information about a student's level of problem solving by regular observations of the student's problem solving skills. Problem solving skills can be identified by using observation instruments (Maker 1991). This approach requires a significant amount of teacher training and possibly a change in the existing curriculum. Another concern of the practicum writer was that this solution addressed only one aspect of giftedness, problem solving ability. It was important to recognize that the ability to solve problems may indeed be one of the major components of the total picture of giftedness, but that a more inclusive approach would be a better solution to the problem.

Many screening tests were developed during the 1980's. These screening tests address specific areas of giftedness which included: cognitive, specific academic, generic, creative, leadership and talent in the areas of visual and the performing arts (Clark, 1988). In looking more specifically at the generic type of giftedness the multidimensional screening tests of Kranz (1978), Baldwin (1984), Peronne (1981), and Renzulli and Hartman (1971) were considered possible screening instruments for District X. The screening tests of the Bella Kranz Multidimensional Screening Device (Kranz, 1978), the Baldwin Identification Matrix (Baldwin, 1984) and the GIFTS Talent Identification Procedures (Perrone and Male, 1981) were considered as possible matrix approaches to identifying giftedness. All of the identification instruments above mentioned are based on a philosophy of finding a "culture-free" test for identifying students from minority populations.

These screening tests held possibilities; however, the prevailing problems were the time and training required of teachers to administer these tests, the difficulty of scoring the student responses and the match of the information acquired with the specific problems faced in District X. Also, the work of Harris (1991), Karnes (1990) and Frazier 1991) all questioned the validity of searching for culture-free measures. Ceci (1991) and Bronfenbrenner (1979) pointed out the importance of recognizing the usefulness of the ecological perspective in understanding the shaping and development of cognitive skills.

The Renzulli and Hartman scales (Renzulli and Hartman, 1971) were held in high regard and these scales were reviewed by the practicum writer. These scales required extensive time to complete and additional teacher training. In this search, the writer discovered that the currently used checklist in the district (Appendix C) was based on the Renzulli and Hartman (1971) scales of characteristics of giftedness. Therefore, it seemed that additional resources needed to be reviewed.

A fourth solution that was studied focused on enhancing the experiences of students in the early years before the screening process begins. Students who are new learners of English, students with a narrowed background of experiences and students with a lack of skill in test taking skills in the Encendiendo Una Llama Program were afforded a three-year pre-selection program to expand their prospects for admission into gifted and talented programs (Hartford, 1987). Many classes were offered during the extended school day. This solution focused on a specific sub-population and holds merit as a possible solution for the student who is a new learner of English and who participates in the extended school day program. This solution holds potential, but at this point District X was not prepared to offer expanded services to students for an extended school day and this solution focuses on a select number of students.

A fifth solution was that of developing a completely separate system for screening students from culturally diverse populations (Orr, 1990); however because of recent national trends, this solution was not considered reasonable. Currently many school districts are rethinking grouping and tracking practices. (Slavin, 1987; District X Grouping Report, 1991). A second trend was an escalation in law suits regarding equal rights, equal opportunity and reverse discrimination in exceptional student education programs.

In reviewing the programs, instruments, and solutions that hold promise, it was necessary to keep in mind the available resources in District X. Karnes & Johnson (1986) state that in times of economic concern, time and dollar costs must not exceed the resources available.

Description and Justification for Solution Selected.

Based on the above information, this writer sensed a critical need to develop a solution strategy which (a) expanded the view of characteristics of giftedness among classroom teachers, (b) built a keen sense of sensitivity to ethnic and cultural customs which affect the way in which students present themselves in the school setting and (c) empathized the importance of the teachers' role in identifying students with high potential.

There has been an over-reliance on the use of a single score to describe the gifted student (Tuttle, 1988, Gardner 1983, Sternberg 1984). This has resulted in encouraging a simplistic concept of intelligence among classroom teachers. However this unidimentional view of giftedness can be expanded by identifying the characteristics of multiple intelligences (Gardner, 1983).

Ethnic and cultural customs hold important clues about how children present themselves in the school setting. To clearly present this view to the classroom teachers, there needed to be a highly personal interactive involvement with individuals from the black and Hispanic cultures at all levels of implementing this practicum.

Based on these ideas and concerns, the solution that seemed most feasible involved four components. The first component is that of developing a faculty workshop aimed at expanding the view of intelligence and giftedness with special emphasis on sensitizing teachers to the characteristics of the student with high potential from minority cultures. Throughout the workshop emphasis would be placed on the importance of the classroom teacher's role in the screening process. The writer selected the development of the faculty workshop as the first step in the implementation of changes in the screening process because the classroom teacher is the first and for some the only person in daily contact with the student.

In designing the faculty workshop, the focus needed to be placed on making classroom teachers aware of multiple intelligences with a particular emphasis on the characteristics of students with high potential from minority cultures and from the culture of poverty. Students from the culture of poverty have unique characteristics and unique needs. Literature (Frazier, 1991, Karnes, 1990) tells us that students from minority families with high socioeconomic backgrounds function much as white children from the same socioeconomic backgrounds.

The second component is that of developing a screening instrument to assist the classroom teacher in identifying students with high potential from minority populations. Recognizing that some experts (Feldhusen, 1991) caution the use of a checklists and screening instruments because teachers report that these instruments require an undue amount of time to complete and that they believe the results are subjective. Teachers also have reported that they feel these checklists frequently are ignored during the selection process. The writer of this practicum nevertheless felt it was important for teachers to have as much help as possible when screening their class for students with high potential. Simple thought provoking questions can be useful in organizing the mind to look at unique qualities of individual students in a classroom setting. Limiting the questions in number could reduce the time required in completing the screening instrument to a minimum.

To emphasize the importance of the checklist and the teacher's role in the screening process, it seemed that if the teachers were involved in developing the screening instrument and the checklist they would recognize the intricate important role they play in the screening process. Therefore, attention should be given to involving classroom teachers, teachers of the gifted and representation from Black and Hispanic cultures in every step of developing the screening instrument.

The third component is that of developing a gifted characteristics checklist to gather information about those students identified as having possible high potential. Frazier, 1991, Karnes & Johnson, 1986, Gardner, 1983 state the importance of gathering information from a variety of sources in screening for minority students with high potential. Therefore, it is important to develop a checklist that can be easily understood by classroom teachers, by special area teachers, by parents, and by any other person who may have input about the qualities of children. It is important that in the development of this checklist classroom teachers, teachers of gifted, parents, psychologists and a representation from Black and Hispanic cultures have many opportunities for input. There should also be time allowed for refining the instrument before it is used extensively.

Finally, the last component is that of developing a tool to organize the data that is collected about each child identified as having possible high potential. This organizational tool must organize the data so that the information collected can be meaningful, useful and so that it can serve as a foundation for developing individual educational plans. Following the collection and the analysis of this information, a group of minority students with high potential will be identified which matches the ethnic composition of students in District X or a representative number of students from each school that match the ethnic composition of the target school will be identified.

It is important to note that organizational and political acceptance is critical throughout the development of these four components. Effective change can happen only when the organizational structure from the top down is in support of the change. It is critical that minorities be involved in every step of the development of the screening instrument, in the presentation of the faculty workshop, in the development of the characteristics checklist and in analyzing the information about each student.

Report of Action Taken

The first step in implementing this practicum was to gain acceptance for implementation from district administrators and to identify two schools (School E and School M) willing to participate in the practicum process.

The first phase of this practicum (weeks one through four of the implementation period) focused on finding acceptance from district administrators, identifying two schools willing to participate in the practicum process and conducting a survey to identify current practices when screening for students with high potential in these schools.

The first step in gaining the acceptance and support of the administrative division in the district involved discussing the details of this practicum with the General Director of Elementary Education, the Director of Testing and Evaluation, the Assistant Superintendent of Education, the Superintendent of Schools and the principals of School E and School M. To clarify these presentations an abstract of the practicum, Project Action, was written (see Appendix D).

The second step, during weeks three through six, was to gather specific data about each of the target schools (see Appendix E) and to establish a time line for the faculty workshop(s). At these meetings it became clear to the practicum writer that School M was uncomfortable with the faculty workshop approach. It was agreed upon by this writer and the administrators of School M that individual team meetings would be substituted for the faculty workshop. The assistant principal, the teacher of the gifted and the guidance counselor would conduct scheduled grade-level team meetings. The materials to be presented at these meetings would be supplied to the assistant principal, the teacher of the gifted and the guidance counselor by the writer of this practicum. The personnel at the school site would personalize the presentation to meet the needs of their school.

During phase one meetings with teachers of the gifted, psychologists, classroom teachers, representatives from the minority populations and the Children's Board were held to gain acceptance and gather important information about the characteristics of minority students in the local community.

The second phase of this practicum, during weeks six through thirteen, focused on the development of the screening instrument, the characteristics checklist and the development of the specific components of the faculty workshop. A committee composed of three teachers of gifted, two classroom teachers, two psychologists, a parent, a graduate student from a neighboring university, a representative from The Children's Board and the writer of this practicum was established to review the literature, assist in developing a screening instrument, redesign the currently used characteristics checklist and develop the faculty workshop.

While the screening instrument and the checklist were being developed, a Gifted Study Team (GST) was established at each of the target school sites. The GST would be responsible for assisting in the presentation of the faculty workshop and for collecting and analyzing school data.

Following the development of the "rough draft" of two screening instruments (see Appendix F) and the revised characteristics checklist (see Appendix G), these instruments were presented at six small group meetings to a total of eighty-five teachers of the gifted. These presentations were made during weeks nine and ten of the practicum implementation period. Based on information gathered at these meetings, the decision was made to offer both screening instruments to the schools so that each school could select the survey that best met their needs. Two rewrites of the characteristics checklist (see Appendix H) followed.

During the twelfth through the fifteenth week of the practicum implementation period the characteristics checklist was shared with a group of three teachers and two administrators, two Hispanic, two black and one white to identify those characteristics which they felt best described the characteristics of gifted students from white, black and Hispanic populations (see Appendix I).

The third phase of this practicum focused on the implementation of the faculty workshop during weeks ten through thirteen (see Appendix J), and the use of the two screening instruments which resulted in the identification of a pool of possible students with high potential. Comments collected from the faculty of School E regarding the style and format of the presentation were useful in planning the second faculty workshop. Following the identification of a pool of possible students with high potential the checklist was used to collect individual data about these students. During the weeks thirteen through twenty-five information was gathered from parents, from teachers, from students themselves and from each of the school sites. The comments collected from parents to describe their poentially gifted child which were of great interest to this writer included: "She has an inquiring mind and an unforgiving memory."; "She has a very good understanding of the Bible."; "She's only in third grade and sometimes assists her brother with his seventh grade homework."; "She has a vocabulary of an 'old woman'." and "He is courious [sic] about how things work. The movement of the starts [sic] and colors are interesting to him right now." The students described themselves using the following words: "I'm lazy. I get bored in class."; "I discovered I can teach myself to think. I am teaching myself Italian and how to play the guitar."; "I'm tricky - kind of honest."; "I deny truth on certain things." and "I worry about the homeless. I'd like to get some food and give it to them." The collection of this data required many meetings between the practicum writer and school personnel.

The final phase, weeks twenty-five through thirty-two, were dedicated to analyzing the data about the students in the pool and to begin to cluster and label this information so that curriculum can be designed to meet the unique needs of these students during the next phase of developing the districts action plan.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

In order to determine the degree to which the practicum objectives were met, it was necessary to individually address the four objectives. The results indicate that all four objectives were met.

The achievement of objective one, which was to modify the current procedures of screening for students with high potential by developing a faculty workshop, would be considered successful when 50 of the 60 teachers, or 80 percent of the faculty, expressed a positive response to the faculty workshop as evaluated by data collected from the faculty survey (see Appendix K).

The results of the faculty survey of the first hour and a half workshop at School E which was held on January 28, 1992, generated many comments (see Appendix L). Fifty-three of the 56 teachers participating in the workshop, or 95 percent, indicated a positive response. The five percent of the teachers who were not satisfied stated that the workshop was too long, that there was not enough emphasis placed on identifying the creative child, and they wondered if this meant more work for them.

Data gathered from the faculty survey of the second full-day workshop at School E (see Appendix M) on February 7, 1992, resulted in 47 of the 48 participants, or 98 percent of the teachers, responding positively to the faculty workshop. The only somewhat negative responses were (a) a concern that this would generate much extra work for the teacher, (b) a concern about when these students would be pulled from the classroom for enrichment activities and (c) a question about the validity of identifying very young children as gifted.

Because School M wished to dissemination information about giftedness to their faculty through the assistant principal, the teacher of the gifted and the guidance counselor at grade-level team meetings, the faculty survey was modified and was distributed at the end of the second meeting (see Appendix N).

The results of the faculty survey indicated that 53 of the 60 teachers, or 89 percent, held positive views about the grade-level team meetings (see Appendix N). The only questions indicating some concern were related to an inquiry about the extra work that would be required of teachers and a concern about the use of pull-out programs for the very young child. In another instance, there was mention of the uncomfortable temperature within the room. It can be seen from the above data that objective one was achieved at both School M. and School E.

Important data was gathered at each of the faculty workshops through an open ended question on the faculty survey which asked each of the participants to list the three characteristics which they felt were most indicative of students with high potential from minority populations at their school. At School E a total of 15 different characteristics were listed. The three characteristics most often mentioned were: absent from school, but still gets good grades; does well in mathematics; and has answers when called upon. A total of 10 different characteristics were listed from School M. The three characteristics receiving the most mention as indicative of the student with high potential from minority populations at School M were: is alert; gets good grades; and wants to be at school.

The second objective of this practicum was to develop a screening instrument which would guide teachers in the identification of a pool of students with high potential. The achievement of this objective would be met by an 80 percent positive response by teachers using the screening instrument as measured by a faculty evaluation survey (see Appendix O).

Following a presentation of the screening instruments to over eighty (80) teachers of the gifted, the decision was made to give classroom teachers, teachers aides and special teachers at each target school site a choice between the use of the two different surveys. The "Do You Have This Student?" survey was used by 47 of the 51 faculty members participating in the faculty workshop at School E. Of the 47 faculty members using the "Do You Have This Student?" survey all 47 reported a positive response to the survey. Many favorable comments were written about the ease of use, the length of time it took to complete the survey and that the survey helped them look at their students in a different way. Of the four faculty members selected to use the "Totem Pole Survey", three of the four reported a positive response to the survey. The one faculty member not liking the Totem Pole Survey reported that it was confusing, the directions were not clear and that it was time consuming.

At School M all 76 of the teachers, aides and special service teachers selected to use the "Do You Have This Student?" survey. All 76 of the faculty members reported a positive response to the survey. Many comments were included regarding the ease of use, the thought provoking ideas it generated and that the survey gave all students a chance at being smart. One teacher questioned the use of informal language in a survey. Based on the above information, it can be seen that objective two was successfully achieved.

Objective three focuses on developing a checklist (see Appendix H) to individually screen students identified as students with high potential. This checklist was completed by teachers and by parents. The specific dimensions of format, time required in completing the checklist and a level of belief that this checklist can identify students with high potential from minority populations were evaluated by the use of a five-point Likert scale with five being very positive and one representing unacceptable (see Appendix O). The results of the checklist survey are shown in Table 2.

Table 2

Satisfaction Levels of Teachers and Parents of the Behaviors Checklist
Combined Data from School M and School E

N = 49 Teachers
N = 38 Parents

5 represents very positive and 1 represents unacceptable

Question		Av. Teachers	Av. Parents
Question 1	The format of the Checklist was easy to follow.	4.3	4.5
Question 2	It took a reasonable amount of time to complete this checklist.	4.0	4.0
Question 3	I believe the checklist can help in identifying students with high potential from minority populations.	3.8	4.3

It can be seen from Table 2 that the format of the behaviors checklist was acceptable to both teachers and parents. The time required to complete the checklist was considered reasonable and that there was a moderate level of belief that the checklist could identify students with high potential from minority populations. It should be noted that parents indicated a .5 stronger belief than teachers that the checklist would identify students with high potential from minority populations. It can be seen from Table 2 that objective three was successfully achieved. Many of those completing the checklist volunteered additional comments about the checklist (see Appendix P).

An unexpected event in data collection developed when the teacher of the gifted at School M wished to have the third and fifth grade students identified in the pool of students with possible high potential complete the checklist for themselves. The analysis of this data from a culture specific framework revealed that Black students selected the following behaviors most often in describing themselves: is curious, offers ideas or solutions, risks a wrong answer, displays intellectual playfulness, stays with a task for a long time, shows physical stamina, is social and outgoing, is a good guesser, good at games of strategy (see Appendix Q). Hispanic students selected the following behaviors most often in describing themselves: offers ideas or solutions, risks a wrong answer, shows emotional sensitivity, may possess a special aptitude in music, art or drama, has a need for freedom, likes to learn some things alone, exhibits good hand-eye coordination, carries responsibility well, seems to be well liked by classmates, is cooperative, is social and outgoing, has a need for freedom, can make generalizations, is a good guesser, reasons things independently, good at games of strategy (see Appendix Q). White students selected the following behaviors most often: is curious, risks a wrong answer, criticizes, analyzes and questions, stays with a task for a long time, is interested in almost everything, exhibits skilled body movements, shows mechanical sense, knows how to " fix things", exhibits good hand-eye coordination, displays a sense of rhythmic patterns, carries responsibility well, is cooperative, can express self well, adapts easily to new situations, tries to discover the how and why of things, can make generalizations, is a good guesser (see Appendix Q). When analyzing the above listed behaviors, the practicum writer noted that only two behaviors appear on all three lists of behaviors. These common behaviors are risks a wrong answer and is a good guesser. It is also important to note that there appears to be a specific cluster of characteristics for each of the cultures.

Objective four was to implement the use of the revised screening process and a revised Potential Indicator Behavior Checklist which would result in the identification of numbers of students with high potential which would match either the ethnic composition of the district or the student ethnic population of the target school.

It is important for the reader to recall that the target schools selected for this practicum represent a total student population of approximately 1,930 students in grades K through five. More specifically School M provides services to approximately 1,070 students and School E serves 860 students. The student ethnic composition of School M is 46 percent White, 37 percent Black, 16 percent Hispanic, 1 percent Asian and 1 percent American Indian. The student ethnic composition of School E is 52 percent White, 22 percent Black, 23 percent Hispanic, 2 percent Asian and 0 percent American Indian.

Following the implementation of this practicum many more students from all cultural populations were referred for further evaluation. Table 3 presents a comparison between students referred for further testing in 1991 with those referred in 1992.

Table 3

A Comparison of the Numbers of Students With Indicators of High Potential Referred for Further Evaluation in 1991 and 1992
Represented by Ethnicity

Name of School	White	Black	Hispanic	Asian	Other	Total
School M						
Students referred for further evaluation						
1991 Records raw number	12	2	2	1	0	17
Percent of those referred	**71%**	**12%**	**12%**	**6%**		
1992 Records raw number	74	44	19	1	0	138
Percent of those referred	**54%**	**32%**	**14%**	**.007%**		
Number + or -	+62	+42	+16	--	---	+131
School E						
Students referred for further evaluation						
1991 Records	16	3	2	1	0	22
Percent of those referred	**74%**	**15%**	**9%**	**.05%**		
1992 Records	8	13	9	1	0	31
Percent of those referred	**24%**	**43%**	**29%**	**.03%**		
Number + or -	-8	+10	+7	---	---	+9

It can be seen from Table 3 there was an increase of 131 students in School M and an increase of 9 students in School E referred for further testing. This represents a huge difference in number of students referred for testing between the two schools. In each ethnic group the number of students referred for further evaluation increased except for Asian and American Indian. It should also be noted that the number of White students referred for further evaluation from School E also decreased.

Table 4 presents data which compares the percentage of change in student referrals from each ethnic group with the overall student ethnic composition within the school and in the district.

Table 4

A Comparison of Ethnic Composition of Students With High Potential Referred for Further Testing with the Ethnic Composition of the School's Student Population and with the Ethnic Composition of District X

School M	White	Black	Hispanic	Asian	Other
Ethnic composition of students referred for testing (high potential)					
1991	71%	12%	12%	6%	--
1992	54%	32%	14%	.007%	--
Ethnic composition of School M	46%	37%	16%	1%	1%
Ethnic composition of District X (1991 records)	64%	22%	12%	1.6%	.3%

School E	White	Black	Hispanic	Asian	Other
Ethnic composition of students referred for testing (high potential)					
1991	74%	15%	9%	.05%	--
1992	24%	43%	29%	.03%	--
Ethnic composition of School E	52%	22%	23%	2%	--
Ethnic composition of District X (1991 records)	64%	22%	12%	1.6%	.3%

It can be seen from Table 4 that when comparing the ethnic profile of the students with high potential referred for evaluation with the ethnic composition for Black and Hispanic in District X, the objective which was to match this representation is more than equaled at each of the school sites. However the ethnic composition for White, Asian and American Indian was not matched. The focus of this practicum was on identifying students from the Black and Hispanic cultures; therefore, the writer of this practicum believes that objective four was met.

Conclusions

The classroom teacher is the key individual involved with identifying students with high potential. When classroom teachers know the specific clues that children present in the classroom which are indicators of high potential, students with high potential from minority cultures can be identified.

Objective one was concerned with modifying the procedures for screening students with high potential by developing a faculty workshop. This workshop sensitized teachers to specific characteristics of students with high potential from minority cultures. In these workshops emphasis was also placed on the important role teachers have in the identification process. Results gathered from the post workshop evaluation surpassed the writer's expectations. These teachers demonstrated their ability to identify students with high potential from all cultures. The implications are that with a small amount of time and with information about the clues that children present in the classroom indicative of high potential, teachers will better understand these children and they will refer an increased number of children from minority cultures for further evaluation.

Some unique situations developed in meeting this objective. At School E, outsiders presented a faculty workshop about the specific characteristics of minority gifted students. School E successfully met their goal. However, when comparing the results of School E with those from School M there is a marked difference.

School M was extremely successful in superseding their goal. School M convinced this writer of the need to educate their school faculty by using in-school personnel at grade level team meetings. Also, School M involved the music teacher, the physical education teacher, the media specialist the lunchroom personnel and the school custodian in finding students with high potential. Involving everyone at the school site from the custodian to the principal has benefits. The conclusions made from this data may be two fold. One conclusion is that it is critically important to allow flexibility for schools to personalize the process of screening for students with high potental. A second thought is that empowering those individuals close to the students is the most effective way of implementing change. In other words, working from the idea of identifying the problem and looking for solutions from within the faculty may be a more effective structure for change.

The aim of the second objective was to develop and field-test two screening instruments which assist teachers in identifying a pool of students with high potential. Many individuals had input into the development of these screening instruments. Data gathered from the post use survey documented the effectiveness of these instruments. The implications from this data are that carefully constructed screening instruments are useful in screening for students with high potential. It can further be concluded that with just a small amount of well organized information and with a small amount of time teachers can improve the quality of screening for students with high potential from all cultures.

The third objective focused on developing a checklist to gather information about the individual students identified as students with high potential. It proved to be of great importance to have the input from many individuals in the development of this checklist. The checklist was rewritten at least five times and each time there was marked improvement. The post use survey indicated that parents and teachers found the characteristics checklist useful.

Some of the incidental information gained from the use of the checklist may be the most significant findings of this practicum. In School M the teacher of the gifted gave the checklist to the students themselves in grades three and five. These students brought important information to the screening process. An analysis of the data collected from the student responses revealed that of the 61 behaviors listed only two behaviors, a good guesser and risks a wrong answer were common traits among White, Hispanic and Black students with high potential. In addition, there were clusters of traits for students from White, Hispanic and Black cultures. The conclusion that may follow this information is that there are cultural specific indicators of high potential. A second conclusion is that an effective screening processes should include information gathered from students themselves.

The fourth objective required an increase in the percentage of students with high potential identified from minority populations. There was a total increase of 52 Black students 23 Hispanic students and 54 White students identified as having high potential between the two schools participating in this practicum. This translates into an increase of 37 percent Black, 16 percent Hispanic and 39 percent White students identified as having indicators of high potential. This writer concludes that when teachers are knowledgable about specific indicators of high potential from minority populations, teachers can successfully identify minority students with high potential.

A final review of the above conclusions tells us that students with high potential from minority populations can be identified. Staff development is a critical component in improving the identification process. The nature of the staff development is perhaps not as important as the willingness on the part of the school to become involved with identifying students with high potential. The critical element in this process is a belief that minority students with high potential are there. It is important that someone in a school spearheads the action and keeps the momentum going.

Recommendations

The writer has three recommendations for others who are interested in increasing the number of students from minority populations participating in programs for the gifted. First, there must be an intense commitment within a school to identify students with high potential. Without the belief that these students are present and a without the designation of an individual placed in charge of spearheading the action, monitoring the progress and regularly reporting to the teachers the progress being made, the quest will be less than successful.

A second recommendation is to involve as many people as possible at the school site. This may range from the head custodian to principal. If a school or the school district is in the process of developing instruments to assist in the identification of these students, as many people as possible should be involved with developing these instruments.

Finally, it is vitally important that products of children, surveys of children themselves, information from out of school personnel, from community agencies and from secular organizations be considered important parts of the identification process.

Perhaps of greatest interest to this writer is the kernel of information that there are cultural specific indicators of high potential. This seems like an important clue in identifying minority students with high potential that needs to be pursued for further study.

Dissemination

This practicum and its results are being shared in four ways. First, the next step is to refine the characteristic checklist that was developed for this practicum. This will be done by a sub-committee of the Steering Committee for the Gifted. Following this refinement, the use of the screening instruments and the Potential Indicator Checklist will be included in the Districts School Policies and Procedures Handbook.

A second way in which this practicum will be disseminated will be through the establishment of a committee to write the District Action Plan for Plan B. The literature review section of this practicum will serve as a guide for developing a knowledge base from which this committee can create the District Action Plan.

Thirdly, the abstract of this practicum will be disseminated among principals, assistant principals, guidance counselors and teachers of the gifted. These are all key individuals to spark an interest in finding students with high potential from minority populations at individual school sites. Curtrently schools are developing School Improvement Plans. It is the hope of this writer that finding the student with high potential from minority populations will be included in the School Improvement Plan in every school in the district.

Lastly, it is the intent of this writer to submit portions of this practicum for journal publications. Already ths writer has submitted a proposal to present a paper at the next state convention for gifted. A long range goal is that of presenting an update of this work at the 1995 national convention for the gifted which will be held in the home city of the writer.

References

Alamprese, J & Erlanger, W. (1989). No Gift Wasted: Effective Strategies for Educating Highly Able, Disadvantaged Students in Mathematics and Science, Volume I: Findings: Washington, D.C. Cosmos Corporation, U.S. Department of Education.

American Public Welfare Association. (1986). One Child in Four. New York: American Public Welfare Association.

Baldwin, A. (1984). The Baldwin Identification Matrix 2 for the Identification of the Gifted and Talented: A Handbook for Its Use. New York: Trillium Press.

Baldwin, A. (1987). I'm Black but look at me, I am also gifted. Gifted Child Quarterly, 31, 180-185.

Baldwin, A. (1980). The Baldwin Identification Matrix, Its Development and Use in Programs for the Gifted Child. Paper presented at the Convention for the Council for Exceptional Children, Philadelphia, PA.

Banaji M. & Crowder, R. (1989) The Bankruptcy of Everyday Memory. American Psychologist. 44(3), 1183-1193.

Bloom, B.S. (1985). Developing Talent in Young People. New York: Ballantine Books. 543.

Boocock, W. (1972). An Introduction to the Sociology of Learning. Boston: Houghton Mifflin.

Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by nature and Design. Cambridge, Mass: Harvard University Press.

Caine, R. & Caine, G. (1991). Making Connections, Teaching the Human Brain. Virginia: Association for Supervision and Curriculum Development.

Ceci, S. & Bronfenbrenner, U. (1991). On the Demise of Everyday Memory. American Psychologist, 46(1), 27-31.

Clark,B. (1988). Growing Up Gifted. Columbus: Merrill.

Cooper, C. (1983). Administrator's Attitudes Toward Gifted Programs Based on the Enrichment Triad/Revolving Door Identification Model: Case Studies in Decision-Making. University of Connecticut, Storrs.

Cramer, R. (1991). The Education of Gifted Children in the United States: A Delphi Study. Gifted Child Quarterly.35(2). 84-91.

Culross, R. (1989) Measurement Issues in the Screening and Selection of the Gifted. Roeper Reiview. 12(2). 76-77.

District X Report, (1991). Grouping and Tracking Report.

Dugan, T. & Coles, R. (1989). The Child in Our Times: Studies in the Development of Resiliency. New York: Brunner/Mazel. 3-5.

Eby, J.W., & Smutny, J.F. (1990). A thoughtful overview of gifted education. New York: Longman.

Feldhusen, J.F., Asher, J.W., & Hoover, S.M. (1984). Problems in the Identificationof Giftedness, Talent or Ability, Gifted Child Quaterly, 28(4), 149-151.

Feldhusen, J.F. & Baska, L. (1985). Identification & Assessment of the Gifted and Talented. In J.F. Feldhusen (Ed.), Toward Excellence in Gifted Education, Denver, CO: Love Publishing Compant. 69-83.

Feldhusen, J., Baska, L.K. & Womble, S. (1981). Using Standard Scores to Synthesize Data in Identifying the Gifted. Journal for the Education of the Gifted, 4(3), 177-186.

Feldhusen, J.F. & Moon, S.M., Kelly, K.W. (1991). Identification Procedures: Bridging Theory, Gifted Child Today, 14,(72), 30-36.

Feldman, D. (1992, January). Intelligences, Symbol Systems, Skills, Domains, and Fields: A Sketch of a Theory of Intelligence. Conference on Intellectual Development,Tampa, FL.

Fox, L. H. (1982). Educating Verbally Gifted Youth,.Fastback 176,Phi Delta Kappa Educational Foundation.Bloomington, Indiana.

Frasier, M. M. (1987). The Identification of Gifted Black Students: Developing new Perspectives. Journal for the Education of the Gifted, 10, 155-180.

Frasier, M. M. (1987). Eliminating the Four Persisting Barriers to Identifying Minority Gifted Students, Gifted Students Institute Quarterly, 12, (3). A5-A8.

Frasier, M.M. (1991). Eliminating Four Barriers to the Identification of Gifted Minority Students, Update on Gifted Education, Identifying and Serving Diverse Populations-a Texas Report, 1(3), 2-10.

Fairley, R. (1990). Lecture for Nova University, Shreveport, La.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

Gallagher, J. (1985). Giftedness and Talent: Reexamining a Reexamination of the Definitions. Gifted Child Quarterly, 29(3), 103-112.

Gallagher, J. (1974). Talent Delayed-Talent Denied, the Culturally Different Gifted Child. Conference report. Reston, VA.: The Foundation for Exceptional Children, 110.

Gallagher, J., & Kinney, L. (1974). Talent Delayed-Talent Denied, the Culturally Different Gifted Child. Conference report. Reston, VA.: The Foundation for Exceptional Children.

Garbarino, J., Dubrow, N., Kostelny, K. & Pardo, C. (1992). Children in Danger. MacMillian.

Guilford, J. (1967). The Nature of Human Intelligence. New York: McGraw-Hill.

Harris, J. (1991). Identifying and Nurturing the Promise of Gifted Black American Children. Journal of Negro Education,60(1), 3-18.

Hartford Public Schools, Office of Evaluation, Research, and Testing. (1987). Encendiendo Una Llama: An Evaluation Report. Hartford: Hartford Public Schools.

Hilliard, A. (1976). Alternatives to IQ Testing: An Approach to the Identification of Gifted "minority" Children. Final report. Sacramento, CA: California State Department of Education, Sacramento Division of Special Education. (ED 147-009).

Johnson, S., Starnes, W., Gregory, D. & Blaylock, A (1985) Program of Assessment, Diagnosis and Instruction (PADI): Identifying na Nurturing Potentially Gifted and Talented Minority Students. The Journal of Negro Education, 54(3), 416-430.

Karnes, M.B. & Johnson, L.J.(1986), Identification and Assessment of the Gifted/Talented Handicapped and Nonhandicapped. Journal of Children in Comtemporty Society, 18, 35-54.

Karnes, M. B. & Johnson, L. (1990). Identifying and Programming for Young Black Gifted Children . New York: Trillium Press.

Karnes, F. & Parker, J. (1987). A Current Report on Graduate Degree Programs in Gifted and Talented Education. Gifted Child Quarterly. 31(3), 116-117.

Karnes, F. & Parker,J. (1991). Graduate Degree Programs and Resource Center in Gifted Education: An Update and Analysis. Gifted Child Quarterly. 35(l), 43-48.

Kranz, B. (1978). Multi-dimensional Screening Device for the Identification of Gifted/talented Children. Grand Forks, ND: Bureau of Educational Research and Sevices, Universty of North Dakota.

Maker, C.J. & Dorothy Sisk. (1991). Project Step-Up. Institute: Javits Grant, Lakeland, Florida.

Maker, C.J. & K. Klausmeier, S.P. Mishra. (1987). Identification of Gifted Learners: A National Survey of Assessment Practices and Training Needs of School Psychologists, Gifted Child Quarterly, 31(3), 135-137.

Marland, S. (1972). Education of the Gifted and Talented. Report to the Subcommittee on Education, Committee on Labor and Public Welfare, U.S. Senate, Washington, DC.

Orr, H. (1990). Presentation at D.O.E. Meeting. Tampa, FL.

Perrone, P. & Male, R. (1981).The Developmental Education and Guidance of Talented Learners. Rockville, MD: Aspen Publications.

Perry, J. (1989). Random, Routine, and Reflective. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Parker, J. & Karnes, F. (1987). A Current Report on Graduate Degree Programs in Gifted and Talented Education. Gifted Child Quarterly. 31(3), 116-117.

Renzulli, J. (1977). The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, Conn.: Creative Learning Press.

Renzulli, J. & Hartman, R. (1971). Scale for Rating Behavioral Characteristics of Superior Students. Exceptional Children, 38(3), 243-248.

Renzulli, J. S. & Reis, S.M. (1986). The Enrichment Triad/Revolving Door Model: A school-Wide Plan for Development of Creative Talent. In J.S. Renzulli (Ed.), Systems and Models for Developing Programs for the Gifted and Talented, CT: Creative Learning Press, 216-266.

Richert, E.S., Alvino, J. J., & McDonnell, R.C. (1982). National report on identification: Assessment and recommendations for comprehensive identification of gifted and talented youth. Sewell, NJ:Educational Improvement Center-South.

Richert, E.S. (1987). Rampant Problems and Promising Practices in the Identification of Disadvantaged Gifted Students. Gifted Child Quarterly, 31, 1149-1154.

Rodgers, H. R. (1986). Poor Women, Poor Families. Armonk, New York:M.E. Sharpe.

Schmidt, P. (1992). Study Shows a Rise in the Segration of Hispanic Students, Education Week, 11(17), 1,19.

Schorr, A. (1986). Common Decency: Domestic Policies After Regan. New Haven, Conn. : Yale University Press.

Slavin, R.E. (1987). Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis. Review of Educational Research, 57, 293-336.

Smith J. & LeRose, B. (1991). Underrepresentation of Minority Students in Gifted Programs: Yes" It Matters", Gifted Child Quarterly, 35(2), 81-83.

Smutny, J. & Blocksom, R. (1990). Education of the Gifted: Programs an Perspectives. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Statutes and State Board of Education Rules. (1990). Exerpts for Programs for Exceptional Students, X. Department of Education, Bureau of Education for Exceptional Students, Volume 1-B, 102.

Sternberg, R. (1984). What should Intelligence Tests Test: Implications for a Triarchic Theory of Intelligence for Intelligence Testing. Educational Researcher, 13, 5-15.

Tannenbaum, A.J. (1986). The Enrichment Matrix Model. In J.S. Renzulli (Ed.), Systems and Models for Developing Programs for the gifted and Talented, CT: Creative Learning Press, 391-429.

Texas State Board of Education. (1991). Update on Gifted Education: Identifying and Serving Diverse Populations. 1(3), 3-24.

Tuttle, F. & Sousa, J. (1988). Characteristics and Idendification of Gifted and Talented Students, Third Edition, Washington, D.C.: National Education Assiciation.

Treffinger, D.J. (1986). Fostering effective independent learning through individualized programming. In J.S. Renzulli (ed.) Systems and models for developing programs for gifted and talented (pp 419-461). Mansfield Center, CT:Creative Learning Press.

Yarborough, B.H. & Johnson, R.A. (1983). Identifying the Gifted: A Theory-Practice Gap. Gifted Child Quaterly, 27(3), 135-138.

APPENDIX A

DISTRICT FORMULA FOR GIFTED TEACHER UNIT ALLOCATION

District Formula for Gifted Teacher Unit Allocation

Gifted Units (2130) at K-5 and K-6 Schools

# of Students	#Teacher Units
10-42	1
43-75	2
76-112	3
113 +	4

Gifted Units at 6th Grade Centers

# of Students	# Teacher Units
5-37	1
38-75	2
76-112	3

Gifted/Talented Units (1011, 1020) at K-5 and K-6 Schools

# of Students	# Teacher Units
5-9	1

APPENDIX B

1990 GIFTED SURVEY

1990 Gifted Survey

To help us better address the tasks of next year, please take a moment to share your thoughts.

The events/areas going well in gifted are:

1.

2.

3.

The events/areas not going so well in gifted are:

1.

2.

3.

Next year we need to address . .
Prioritize you list l. = top priority

Rating your job satisfaction is important.
How satisfied are you with your job?

____

Satisfied Dissatisfied

Please return to Mary Ann Ratliff, S.A.C. Route 7 , by June 15, 1990.
Thank you

APPENDIX C

A COLLECTION OF STATEMENTS ABOUT CURRENT GIFTED CHECKLIST FROM PARENTS OF EXCEL, TEACHERS OF THE GIFTED, PSYCHOLOGISTS AND ADMINISTRATORS

A Collection of Statements about the Gifted Checklist

Statements from Excel Members (August 21, 1991)

I don't understand all of the words, "What does it mean to deal with abstractions?" "What are examples of showing intuitive?"

There is no organization to the ideas.

It made me think about my child in a different way.

I couldn't check many of these for my own child.

Why is it necessary to fill this out? Can this keep my child from the program?

I don't know what the average child does. This is my only child, so I don't have a way of comparing him/her.

I really don't know if my child is outstanding in math.

My child does not fit this list. He is just "on the go" all the time.

Statements from Teachers (August & September Small Group Meetings, 1991)

It is a difficult checklist to fill out.

My identified gifted kids don't show these characteristics. I have some other students though in the room who aren't gifted that are more like this.

It just doesn't work - too ambiguous.

I really don't know how important this checklist is - not sure it is used.

The directions aren't clear.

I filled this out for a 2nd grader and a 5th grader and the checklist is more appropriate for a 5th grader.

I'm not certain I am picking the gifted kids with this checklist.

This does not fit my minority students.

I have a student that has a large vocabulary, but it is not school vocabulary. I believe he is gifted.

What about the child limited in English?

I hate filling this thing out. I'm never sure of my answers.

Statements from Psychologists - August , 1991

I wonder how this list was constructed.

What is the research behind it and does it reflect the qualities of the students in this county.

You have a program that focuses on Mathematics and Science, yet there are only two questions that directly gather information about these areas.

The directions are lacking. No purpose for filling it out is stated, nor is there a mention of the need to check 50% of the items.

It is time consuming if it is done right.

What evidence is there to back up each of the dimensions of behaviors?

Might also want to consider having special teachers filling this out too - like music and art. Sometime these teachers see parts of a child another teacher does not see.

There needs to be an in-service part to this for the school faculty. Many teachers do not understand gifted student behavior.

Administrators

I'm not certain how important it is.

It seems like it is a another step in the paper tiger that teachers must complete.

How is this really used?

The importance of filling this out is not stated.

I think some of the statements are ambiguous.

APPENDIX D

PROJECT ACTION ABSTRACT

Project Action

Abstract

Project Action addresses the failure to identify adequate numbers of students from minority populations for service in the program for the gifted. Currently 21 percent of the student population of the district is Black non-Hispanic while only 4 percent of those students served in the program for the gifted are Black. Seventeen percent of the student population of the district is Hispanic and only 4 percent of those students served in the program for the gifted are Hispanic.

Project Action will involve two school-sites in District X who voluntarily express an interest in being part of the project. These schools must serve a high number of students from Black and Hispanic cultures and have a high number of students from low socioeconomic backgrounds.

The primary goal of Project Action is to increase the number of students from minority populations served in the program for the gifted. The goal is to identify the number of students from minority populations which either match the ethnic composition of the district or the ethnic composition of the student population at the school-site.

The first issue is that students from minority populations are not being referred for further evaluation. If students are not referred for further testing, they have no possibility of being identified for service in the program for the gifted. The first step is to improve the screening process for identifying all students with high potential with special emphasis on students from minority populations.

The search for identifying students from Black and Hispanic cultures with high potential will include faculty presentations and will field test screening instruments which are developed to assist classroom teachers in identifying minority students with high potential. This will be followed with the development of a gifted characteristics checklist to help classroom teachers, special area teachers and parents communicate the specific characteristics of those students identified as having high potential.

The products that will be developed as a result of Project Action include:

1. A restructured screening process for identifying a pool of students with high potential from all cultures with particular emphasis on identifying those students who are frequently overlooked from minority populations.
2. A faculty workshop which will develop a cadre of classroom teachers who are knowledgeable and sensitive to specific cultural factors which influence the way in which students from minority populations present themselves in the classroom.
3. New screening instruments which assist teachers in identifying all students with high potential.
4. A new and improved gifted characteristics checklist which efficiently and effectively gathers data about those students identified as having high potential from classroom teachers, teachers of special subjects and parents.
5. The identification and service in the program for the gifted to an increased number of students from minority populations wnich will reflect the ethnic composition of either the school district or the specific ethnic composition of the student population at the school site.

APPENDIX E

SPECIFIC DATA OF SCHOOL M AND SCHOOL E

School E, Specific School Data
1990-1991 Statistics

Size of School (grades K-5):	871 students
Percent attendance rate	94%
Vandalism/Violence Rate (Number of Incidences)	23
Suspensions	15
Percent of student population transported	9%

Administrative Personnel	
Principal:	1
Assistant Principal:	1

Teaching Personnel	
Teachers	44
Teacher Aides	12
Teacher of Gifted	1
Physical Education	1
Music	.5

Supportive Services	
Guidance Coulselor:	1
Media specialist	1
Social Worker	.5
Speech	1
Emotionally Handicapped	1
Specific Learning Disability	1

Student Enrollment Information

Grade	Number of Students	Free & Reduced Lunch
Kindergarten	158	46%
1	140	52%
2	143	54%
3	140	52%
4	155	57%
5	135	57%

Ethnic Breakdown of Student Population

Grade	W	B	H	A	Am.I.
Kindergarten	58%	14%	26%	2%	---
1	53%	22%	24%	1%	1%
2	63%	17%	16%	3%	1%
3	44%	30%	23%	3%	---
4	48%	24%	25%	3%	1%
5	48%	27%	23%	2%	---
Total	52%	22%	23%	2%	---

Exceptional Student Education	Percent
Speech/Language and Hearing	9%
Emotionally Handicapped	3%
Specific Learning Disability	4%

School M, Specific School Data
1990-1991 Statistics

Size of School (grades K-5): 1.069 students
Percent attendance rate %
Vandalism/Violence Rate (Number of Incidences)
Suspensions
Percent of student population transported %

Administrative Personnel	
Principal:	1
Assistant Principal:	1

Teaching Personnel	
Teachers	60
Teacher Aides	19
Teacher of Gifted	1
Physical Education	2
Music	1

Supportive Services	
Guidance Coulselor:	1
Media specialist	1
Social Worker	.5
Speech	1
Emotionally Handicapped	1
Specific Learning Disability	1

93 percent of the students are on free or reduced lunch

Ethnic Breakdown of Student Population

Grade	**W**	**B**	**H**	**A**	**Am.I.**
Kindergarten					
1					
2	63%	17%	16%	3%	1%
3	44%	30%	23%	3%	---
4	48%	24%	25%	3%	1%
5	48%	27%	23%	2%	---
Total	**46%**	**37%**	**16%**	**1%**	**1%**

Exceptional Student Education	**Percent**
Speech/Language and Hearing	%
Emotionally Handicapped	%
Specific Learning Disability	%

APPENDIX F

ROUGH DRAFT OF SCREENING INSTRUMENTS

Do You Have This Student?

I spend an inordinate amount of time dealing with small interruptions caused by this student.

____

This student makes me want to laugh even though I am not encouraging him/her.

____

This student is on my bad list, but occasionally does something or asks a question that is profound.

____

What student is competing with me for control of the class?

____

What student is not an achiever but has an amazing talent for Mathematics?

____

What student has an outstanding way of summing up people or occasions?

____

What student is quiet, but seems to be reading or collecting information in such areas as fantasy or specific subject areas like Science or Social Conflict?

____

What non-achieving student in class do other students think is smart?

____

What non-achieving student do the other gifted kids think is smart?

____

Tell me about a child who channels his rage. Barriers are placed against him but he has the power to overcome the odds.

____

Tell me about a child who knows more about something than anyone else.

____

Tell me about the child in your class who always has a Plan A, Plan B, C & D. They have a way to solve problems. If one way doesn't work they have another way ready . . . and may not complete anything in class.

____

Do you know a child in your class who can operate in the future with space, time & thought, the past with dinosaurs, Indians . . . can easily move through time and/or space?

____

Do you have a child in your class who seems to be eternally optimistic? All can go wrong, but this child is yet undaunted?

____

Who in your class knows a lot about himself/herself. Has a strong sense of Who Am I? Where Am I Going? What is the meaning of life?

____

Totem Poles of Your Class

Directions for Finding Students With High Potential

1. Using your class roster, split your class into thirds.

2. Take one third of your class think about those students and then list the students according to the Totem Pole Model (See Example Below). Empty Totem Pole sheets are attached.

3. Repeat the procedure for the remaining two-thirds of your class.

4. List on the attached sheet the names of those students appearing more than twice in the upper half of the Totem Pole.

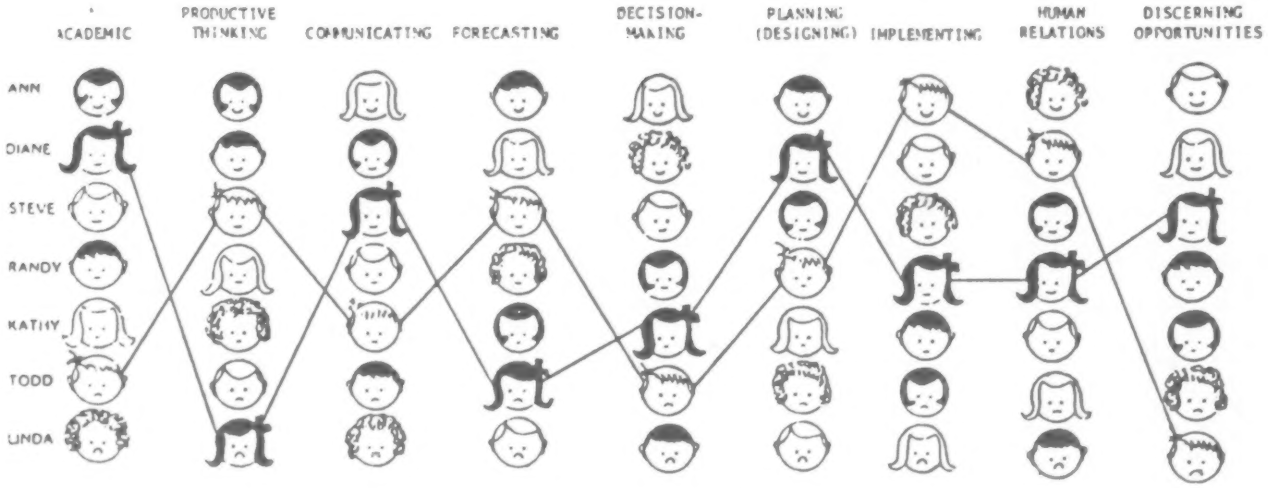

ACADEMIC
PRODUCTIVE THINKING
COMMUNICATING
FORECASTING
DECISION-MAKING
PLANNING (DESIGNING)
IMPLEMENTING
HUMAN RELATIONS
DISCERNING OPPORTUNITIES
ANN
DIANE
STEVE
RANDY
KATHY
TODD
LINDA

Figure 1. Taylor's Talent Totem Poles—Extended Version
Copyright © 1984, Calvin W. Taylor

San Francisco Unified School District
Programs for Mentally Gifted Minors
William B. Cummings

Student's Name________________________Ethnic Background______________

Evaluator____________________________________Grade________________

We are looking for children you feel might be a lot smarter than their test scores indicate. The following list of characteristics, while by no means are all inclusive, represent traits found in gifted and creative children. Those items which are most applicable should be double checked.

____ Is an avid reader
____ Has received an award in science, art or literature
____ Has an avid interest in science or literature
____ Very alert, rapid answers
____ Is outstanding in mathematics
____ Has a wide range of interests
____ Is very secure emotionally
____ Is venturesome, anxious to do new things
____ Tends to dominate peers or situations
____ Readily makes money on various projects or activities - is an entrepreneur
____ Individualistic - likes to work by self
____ Is sensitive to feelings of other - or to situations
____ Has confidence in self
____ Needs little outside control - disciplines self
____ Adept at visual art expression
____ Resourceful - can solve problems by ingenious methods
____ Creative in thoughts, new ideas, seeing associations, innovations, etc.but is not described as artistic
____ Body or facial gestures are very expressive
____ Impatient - quick to anger or anxious to complete a task
____ Great desire to excel even to the point of cheating
____ Colorful verbal expressions
____ Tells very imaginative stories
____ Frequently interrupts other when they are talking
____ Frank in appraisal of adults
____ Has mature sense of humor (puns, associations, etc.)
____ Is inquisitive
____ Takes a close look at things
____ Is eager to tell others about discoveries
____ Can show relationships among apparently unrelated ideas
____ Shows excitement in voice about discoveries
____ Has a tendency to lose awareness of time

The indication of at least twelve (12) of the items on this list indicates a need to gather more data.

APPENDIX G

ROUGH DRAFT OF CHARACTERISTICS CHECKLIST

COUNTY PUBLIC SCHOOLS Central File # ________

Department of Education for Exception Students

BEHAVIOR CHECKLIST

Name ________________________ D.O.B. ________ Student No. ____________ Grade ______ School ____________________

The above named student is being referred for possible inclusion in the Gifted Program. Your observations would be very helpful in the evaluation.

Creative Characteristics

- ____ Displays Curiosity
- ____ Offers ideas or solutions to problems
- ____ Is uninhibited in expression of opinions
- ____ Is a high risk taker
- ____ Displays intellectual playfulness (manipulates ideas; tries to adapt, improve or modify thing to benefit self)
- ____ Displays a keen sense of humor at times may be inappropriate
- ____ Shows emotional sensitivity
- ____ Is individualistic
- ____ Criticizes constructively
- ____ Has ability to elaborate and add to ideas, drawings, thoughts and words
- ____ Has revolutionary ideas
- ____ May possess a special aptitude in art, music or drama
- ____ Has original, unique ideas
- ____ Has ability to grasp underlying ideas
- ____ Is inventive
- ____ Is adventuresome or speculative

Motivational Characteristics

- ____ Becomes absorbed and truly involved in certain topics or problems
- ____ Needs little external motivation to follow through in work that initially excites; is persistent
- ____ Works independently; requires little direction from teachers
- ____ Likes to organize or bring structure to things
- ____ Has a need for freedom and provision for individuality in learning

Psychomotor Characteristics

- ____ Exhibits skilled body movements
- ____ Exhibits good mechanical and motor dexterity
- ____ Shows physical stamina
- ____ Exhibits good hand - eye coordination
- ____ Displays keen sense of rhythmic patterns

PsychoSocial Characteristics

____ Carries responsibility well
____ Is self confident with peers and adults
____ Seems to be well liked by classmates
____ Is cooperative
____ Can express self well
____ Adapts readily to new situations, is flexible
____ Is social; outgoing
____ Tends to dominate other
____ Is interested in many adult problems
____ Has difficulty accepting authority
____ Sometimes non-conforming
____ Often overreacts; may cry or show anger when things go wrong
____ Often disagrees with the ideas or values of others
____ Is a recognized leader
____ Has a need for freedom
____ Strives for perfection; is critical of self and others
____ Evaluates and passes judgement on events, people, etc.
____ Has mathematical perception of the world (money related)

Cognitive Characteristics

____ Evidences outstanding vocabulary, verbal fluency
____ Possess a large storehouse of information about a variety of topics
____ Has quick mastery and recall of factual information
____ Tries to discover how and why of things
____ Can make generalizations
____ Is a keen and alert observer
____ Reasons things independently
____ Advanced spacial ability
____ Frequently bored and may refuse to perform routine tasks
____ Not interested in details
____ When engaged in an activity, has difficulty moving to a new task
____ Good at games of strategy
____ Usually high interest/ability in at least one subject
____ Has the ability to transfer learning to everyday experiences

Name of Rater ____________________

Date ____________________

APPENDIX H

POTENTIAL INDICATOR BEHAVIOR CHECKLIST

Potential Indicator Behavior Checklist

Behaviors I've Noticed About:____Grade__________
Name of child

Date______________Completed by____________________________Relationship__________________

1____Is curious
2____Offers ideas or solutions to problems
3____Has revolutionary ideas
4____Is uninhibited in expression of opinions
5____Risks a wrong answer
6____Displays intellectual playfulness (manipulates ideas; tries to adapt, improve or modify things to benefit self)
7____Displays a mature sense of humor and at times may be inappropriate (uses puns, associations)
8____Shows emotional sensitivity
9____Is individualistic
10___ Criticizes, analyzes and questions
11___Has ability to add to ideas, drawings thoughts and words
12___May possess a special aptitude in art, music or drama
13___Has original, unique ideas
14___Has ability to grasp underling ideas
15___Is inventive
16___Is adventuresome or speculative
17___Becomes absorbed and very involved in certain topics, problems or activities
18___Needs little external encouragement to follow through on work that is initially exciting
19___Stays with a task for a long time, especially when interested
20___Works independently; requires little direction as long as the subject is of interest
21___Likes to organize or bring structure to things
22___Is interested in almost everything/ questions
23___Has a need for freedom
24___Likes to learn some things alone
25___Exhibits skilled body movements
26___Shows mechanical sense, knows how to "fix things" or "take things apart
27___Shows physical stamina
28___Exhibits good hand-eye coordination
29___Displays a sense of rhythmic patterns
30___Carries responsibility well
31___Is self confident with peers and adults
32___Seems to be well liked by classmates
33___Is cooperative
34___Can express self well
35___Adapts easily to new situations
36___Is social; outgoing

37___Tends to dominate others
38___Is interested in many adult problems
39___Has difficulty accepting authority
40___Sometimes is non-conforming
41___Often overreacts; may cry or show anger or cry when things go wrong
41___Often disagrees with the ideas or values of others
43___Is a recognized leader
44___Frank in the appraisal of adults
45___Strives for perfection; is critical of self and others
46___Evaluates and passes judgment on events, people and etc.
47___Has a mathematical perception of the world (Understands money)
48___When engaged in an activity, has difficulty moving to another task
49___Has the ability to transfer learning to everyday experiences
50___Tells imaginative stories
51___Frequently interrupts others when they are talking (even peers)
52___Uses colorful expressions
53___Great desire to excel, may even bend rules to win
54___Adept at visual art expression
55___Evidences outstanding vocabulary
56___Has a large amount of knowledge about a lot of topics
57___Has quick mastery and recall of facts
58___Tries to discover the how and why of things
59___Can make generalizations
60___Is a good guesser
61___Is a keen and alert observer
62___Reasons things independently
63___Frequently bored and may refuse routine tasks
64___Not interested in details
65___Good at games of strategy
66___Unusually high interest/ability in at least one subject
67___Is disorganized with things or tasks but is obviously lelarning or accomplishing tasks
68___Impatient-quick to anger or anxious to complete the task
69___Body or facial gestures are very expressive
70___Resourceful-can solve problems with ingenious methods

What other qualities do you know about this person that are not on this list____________________

____

____

APPENDIX I

ANALYSIS OF POTENTIAL INDICATOR BEHAVIOR CHECKLIST FOR CULTURAL SPECIFIC BEHAVIORS
TEACHERS AND ADMINISTRATORS

Analysis for Cultural Specific Behaviors on Potential Indicator Behavior Checklist

N = 5: 3 teachers, 2 administrators: 2 Hispanic, 2 Black and 1 white

	Behavior	Black	Hispanic
	A	B	C
1	Is curious	3	1
2	Offers ideas or solutions to problems		
3	Has revolutionary ideas	3	2
4	Is uninhiited in expression of opinions		
5	Risks a wrong answer		
6	Displays intellectual playfulness	4	2
7	Display a mature sense of humor	1	4
8	Shows emotional sensitivity		
9	Is individualistic		
10	Criticizes, analyzes and questions		3
11	Has ability to add to ideas, drawings, thoughts and words		
12	May possess a special aptitude in art, music or drama		
13	Has original, unique ideas		3
14	Ability to grasp underling ideas	5	
15	Is inventive		
16	Adverturesome or speculative		3
17	Becomes absorbed and very involved in certain topics		
18	Needs little external encouragement to follow through		
19	Stays with a task for a long time		3
20	Workd independently		2
21	Likes to organize		
22	Is interested in almost everything	4	
23	Has a need for freedom		
24	Likes to learn some things alone	3	
25	Exhibits skilled body movements	5	
26	Shows mechanical sense, knows how to "fix things"		
27	Shows physical stamina		
28	Exhibits good hand-eye coordination	3	
29	Displays a sense of rhythmic patterns		
30	Carries responsibility well		3
31	Is self confident with peers and adults		
32	Seems to be well liked by classmates		
33	Is cooperative		
34	Can express self well		
35	Adapts easily to new situations		
36	Is social; outgoing		3
37	Tends to dominate others		
38	Is interested in many adult problems		
39	Has difficulty accepting authority		
40	Sometimes is non-conforming		3
41	Often overreacts; may cry or show anger when things go wrong		
42	Is a recognized leader	4	
43	Frank in appraisal of adults		
44	Strives for perfection		
45	Evaluates and pases judgment on events, people		
46	Has a mathematical perception of the world		
47	When engaged in an activity, has difficulty moving to another task		

BEST COPY AVAILABLE

Analysis for Cultural Specific Behaviors on Potential Indicator Behavior Checklist
N = 5: 3 teachers, 2 administrators: 2 Hispanic, 2 Black and 1 white

	Behavior	Black	Hispanic
	A	B	C
48	Has the ability to transfer learning to everyday experiences		
49	Tells imagainative stories	4	
50	Frequently interrupts others when they are talking	5	4
51	Uses colorful expressions	4	
52	Greay desire to excel, may even bend rules to win	4	
53	Adept at visual art expression	4	
54	Evidences outstanding vocabularay		
55	Has a large amount of knowledge		3
56	Has quick mastery and recall of facts		
57	Tries to discover the how and why of things		
58	Can make generalizations		
59	Is a good guesser		
60	Is a keen and alert observer		
61	Reasons things indepently		
62	Frequently bored		
63	Not interested in details		
64	Good at games of strategy		
65	Unusually high interest in at least one subject		
66	Is disorganized with things, but obviously learning		
67	Impatient-quick to anger or anxious to complete a task	4	
68	Body or facial gestures are expressive	3	
69	Resouceful-can solve problems ingeniously	5	

APPENDIX J

FACULTY WORKSHOP
JANUARY

Agenda

Elementary

January 28, 1992
2:30 p.m.

Purpose

What is your color?
What is gifted?

The Research

Do you have these kids?

Sharing stories!!

Where do we go from here?

Gifted Student Characteristics
"From The Experts"

Mary Frasier says that the following similarities in giftedness cut across **all cultures.**

- Ability to manipulate symbols (verbal, analytical, musical, art)
- Ability to think logically.
- Ability to store vast amounts of information.
- Ability to reason by analogy.
- Ability to extend knowledge to new situations.

William Harris states that successful students from **disadvantaged backgrounds** have these characteristics.

- Strong sense of pride & self-worth, an identity.
- Ability to survive over "giant" odds.
- Questioning orientation - ability of self reflection.
- Awareness of other paths, alternatives (creative).
- Risk takers.
- Channel rage.

Hilliard believes that black children tend to:

- View things in their entirety and not in isolation.
- They seem to prefer inferential reasoning to deductive and or inductive reasoning.
- They appear to focus on people and their activities rather than objects.
- They tend to prefer novelty, personal freedom and distinctiveness and
- They tend to approximate space, number and time instead of aiming for complete accuracy.

"It must be borne in mind that
the tragedy of life doesn't lie in not reaching our goals.
The tragedy lies in having no goal to reach.
It isn't a calamity to die without dreams fulfilled,
but it is a calamity NOT to dream.
It is not a disaster to be unable to capture your ideal,
but it is a disaster to have no ideal to capture.
It is not a disgrace not to reach the stars,
but it is a disgrace to have NO STARS to reach for"
Benjamin Mays

Bright Child	Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Play around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top groups	Beyond the group
Listens with interest	Shows strong feelings and opinions
Listens with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys schools	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward sequential presentation	Thrives on complexity
Is alert	Is keen observer
Is pleased with own learning	Is highly self-critical

Totem Poles of Your Class

Directions for Finding Students With High Potential

1. Using your class roster, split your class into thirds.

2. Take one third of your class think about those students and then list the students according to the Totem Pole Model (See Example Below). Empty Totem Pole sheets are attached.

3. Repeat the procedure for the remaining two-thirds of your class.

4. List on the attached sheet the names of those students appearing more than twice in the upper half of the Totem Pole.

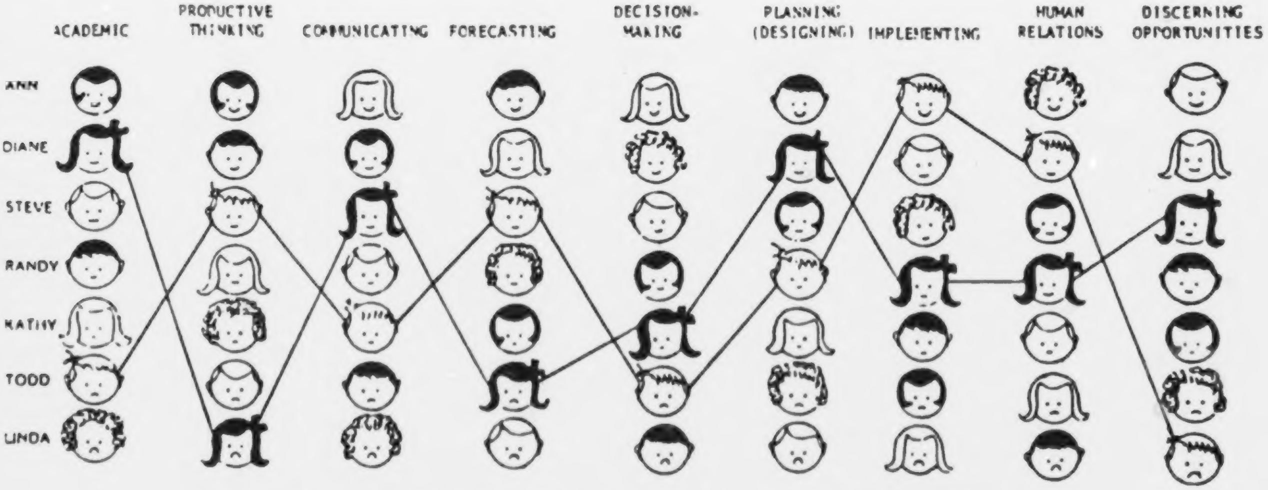

ACADEMIC
PRODUCTIVE THINKING
COMMUNICATING
FORECASTING
DECISION-MAKING
PLANNING (DESIGNING)
IMPLEMENTING
HUMAN RELATIONS
DISCERNING OPPORTUNITIES
ANN
DIANE
STEVE
RANDY
KATHY
TODD
LINDA

Figure 1. Taylor's Talent Totem Poles—Extended Version

Copyright © 1984, Calvin W. Taylor

Do You Have This Student?

I spend an inordinate amount of time dealing with small interruptions caused by this student.

____

This student makes me want to laugh even though I am not encouraging him/her.

____

This student is on my bad list, but occasionally does something or asks a question that is profound.

____

What student is competing with me for control of the class?

____

What student is not an achiever but has an amazing talent for Mathematics?

____

What student has an outstanding way of summing up people or occasions?

____

What student is quiet, but seems to be reading or collecting information in such areas as fantasy or specific subject areas like Science or Social Conflict?

____

What non-achieving student in class do other students think is smart?

____

What non-achieving student do the other gifted kids think is smart?

____

Tell me about a child who channels his rage. Barriers are placed against him but he has the power to overcome the odds.

Tell me about a child who knows more about something than anyone else.

Tell me about the child in your class who always has a Plan A, Plan B, C & D. They have a way to solve problems. If one way doesn't work they have another way ready . . . and may not complete anything in class.

Do you know a child in your class who can operate in the future with space, time & thought, the past with dinosaurs, Indians . . . can easily move through time and/or space?

Do you have a child in your class who seems to be eternally optimistic? All can go wrong, but this child is yet undaunted?

Who in your class knows a lot about himself/herself. Has a strong sense of Who Am I? Where Am I Going? What is the meaning of life?

APPENDIX K

FACULTY SURVEY

Faculty Survey

January 1992

How did this workshop go for you today?

How can we improve our process for identifying students with high potential?

List at least three characteristics which you feel are most indicative of students with high potential from minority populations at your school.

APPENDIX L

TEACHER SURVEY OF FACULTY WORKSHOP COMMENTS

Teacher Survey

Workshop for Identifying Students with High Potential

January 28, 1992; 2:30 until 4:00

The teacher survey included two questions:

1. **How did this workshop go for you today?**
2. **How can we Improve our process for identifying students with high potential?**

The following are comments in response to the above questions.

Interesting workshop - I like the idea of identifying these students. One concern - Will the present gifted program change to accommodate the "new" gifted child? The present program seems to be accelerated and not as much room for the creative kid.

Everybody was involved in this workshop - everyone was even asked a question! I found the stories you used as examples were interesting. The workshop moved along from one section to another very smoothly.

It provided me with more input into the gifted child than I have ever had. I liked the color activity and the information provided was clear.

I found the workshop very interesting.

The information was super. The actual expectations of us was left out.

OK

I think the workshop was very informative.

I enjoyed this very much at the end of a long hard day. Many things were "thought provoking". I was made aware of more.

Enjoyed it - seems quite worthwhile for us classroom teachers

The information was interesting and exciting to realize EL is involved with something new.

Great information for all teachers. Teachers need to be made aware of gifted characteristics.

I felt the workshop went very well. I learned some information that I will definitely use when I have children - I am an intern.

The information presented today was very informative and interesting especially the color segment.

I felt the workshop was very informative. I enjoyed Mrs. Ratliff! I enjoyed her stories and color segments.

I enjoyed the workshop, there was lots to think about. However, I"m not too convinced of the accuracy of other identification systems. If several scores are used how can we explain this to parents.

An interesting workshop. I liked the way you interacted with the people in the beginning. good talking and I enjoyed it!

I really liked today's session. I am looking forward to learning more.

Helped me to identify characteristics of gifted kids today.

The speaker was very interesting.

Enjoyed the stories and examples given. Information was very informative and interesting.

Good! TOO LONG.

More characteristics than just an IQ score - great.

I enjoyed the workshop very much especially the gifted characteristics handout.

It was interesting to hear about what those kids are really like. She is an interesting speaker.

I really liked the color activity to begin. I feel enough time was not provided for the staff to effectively comprehend the workshop. I realize we will be working on it more, but I would have liked to have talked about activities to enhance these children.

APPENDIX M

SECOND FACULTY WORKSHOP

On the Road Again

February 7, 1992

You want me to do *what?*

MaryAnn Ratliff
Nicole Henderson
Charlotte Valenti
Cynthia Whitaker

What's down the road?
Mary Ann Ratliff

New Freeways......
Nicole Henderson

Pit. Stop
15 minute break

I don't do numbers...
Cynthia Whitaker

That one?
Charlotte Valenti

Home Help
Nicole Henderson

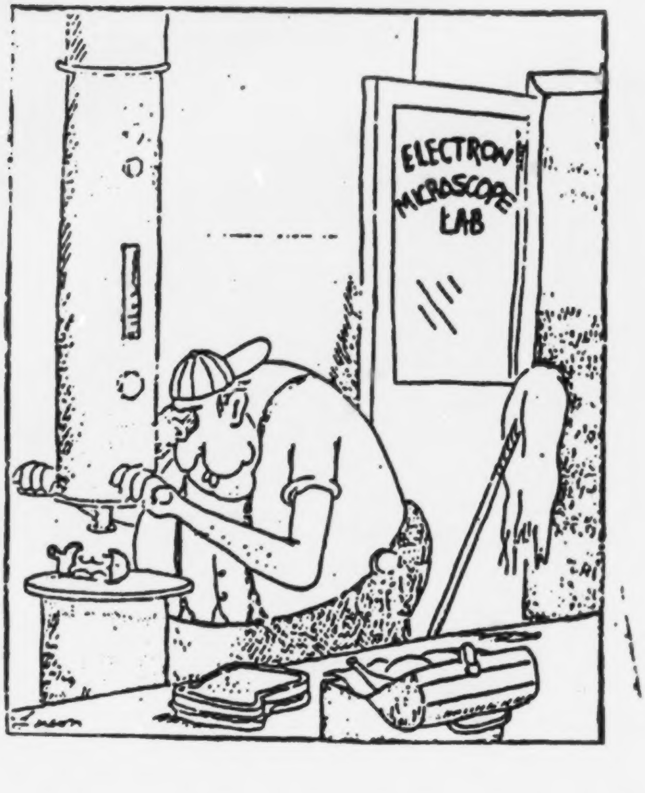
I'VE GOT ONE!!
Charlotte Valenti

Calling it a day!
Charlotte Valenti
Nicole Henderson
Cynthia Whitaker

EXPECTATIONS FOR TODAY

- Egypt Lake will have identified a pool of kids with high potential.
- A Gifted Study Team (GST) has been identified.
- You have had time to think about your kids in a new way.

People may not fit our preconceived notions of gifted.


ELECTRON
MICROSCOPE
LAB

COMPARATIVE CHARACTERISTICS OF GIFTEDNESS

Concepts from the Literature	Manifestations of Gifted Characteristics In Gifted Black Children
1. Keen observation	Picks up more quickly on racist attitudes and practices; may feel alienated by school at an early age;
2. Interest and ability in perceiving relationships	Seeks structure and organization in required tasks; may be slow to motivate in some abstract activities;
3. Verbal proficiency, large large vocabulary, facility of expression	Many Black children have large vocabularies inappropriate for school setting; thinking in Black English may hinder the facility of expression in standard English;
4. Breadth of information	Difficult to determine many areas of experiential knowledge for Black children;
5. Questioning, curious, skeptical	Though some ask too many "wrong" questions some may have been conditioned to suppress questioning behavior;
6. Critical evaluative possessing good judgment	Explores (in perception of relationships) better or wiser choices; reads behavioral implications;
7. Creative, inventive, original	Makes up games and activities expresses original ideas in other ways;
8. Power of concentration, long attention span	May find some have extremely strong concentration due to persistent noise in environment; may also express displeasure at having to stop an activity;
9. Independence	Need for less supervision especially pronounced in Black gifted;

COMPARATIVE CHARACTERISTICS OF GIFTEDNESS

Concepts from the Literature	Manifestations of Gifted Characteristics In Gifted Black Children
10. Diversity of interests and abilities	Frequently has artistic, musical, creative writing, psychomotor or leadership talent in addition to global intellectual ability, may neglect school work due to other interests;
11. Academic facility and strength	Good at basic school tasks, may not have expected achievement due to inferior schooling.

STEREOTYPES

Is a girl named Sophia better looking than one named Bertha? Is a criminal more likely to be dark or blond? Can you guess what country a person comes from by looking at his picture? Is someone who wears glasses intelligent? If you know a person's occupation can you tell what his/her personality will be like?

While the answers to these questions is 'no,' many people believe they are true. In fact, when given questionnaires many college students characterized people only knowing their first names. They also characterized people by the country they came from, yet were wrong 93% of the time when asked to match pictures of people with the country they were from.

Stereotypes or standardized pictures, are a kind of gossip about the world. They are based in culture and beliefs. We begin to learn them as children. As adults, our stereotypes are reinforced through movies, the news, advertising, and experience. Jokes are another way that stereotypes are learned. Who hasn't heard about the meddling mother-in-law, the naive country boy or the 'sexy' farmer's daughter. In fact, without stereotypes, there would be a lot fewer jokes.

Are stereotypes bad? Not always. They help us to make sense out of a confusing world. They economize our mental efforts to understand the world by giving it an accustomed look. Considering the infinite variety of human beings, life would be very tiring if we had to start from the beginning with every person we came in contact with.

Unfortunately, stereotypes tend to make us lazy. Instead of beginning with an individual, we tend to start with a type and find exceptions to the rule. Instead of using our experience to make judgments about people, we tend to let our stereotypes judge for us. In its extreme form, laziness due to reliance on stereotypes results in prejudice.

Should we suddenly get rid of our stereotypes? No. But we should learn to be aware of them and learn to be suspicious of all judgments that we allow exceptions to prove.

Summarized from:

Heilbroner, Robert (June 1961). "Don't Let Stereotypes Warp Your Judgment."
Think, 27, pp. 7-8.

The following concepts are helpful in assessing the problem solving levels of students. These are arranged from low to high.

1. Can the student match using one dimension two pieces of a puzzle or two stimuli? (example - match by shape, color or size)

2. Can the student match two pieces using two dimensions? (color and shape)

This concept can be carried on to three dimensions if desired.

3. Can the student combine two or more pieces and explain their fit either verbally or in a written form.

4. Can the student combine two or more pieces and explain a purpose for the creation?

5. When given the task of creating a tool for accomplish work, can the student design a tool for accomplishing another task and can this tool and task be communicated to another person?

6. Ask the student create the most creative structure he/she can? (This dimension can assist in acquiring a sense of the student's level of creative talent.)

The Best We Have

"Our greatest natural resource is the minds of our children."
Walt Disney

Our Wasted Gifts

The Culturally Diverse Gifted Student

"It must be borne in mind that the tragedy of life doesn't lie in not reaching your goal.
The tragedy lies in having no goal to reach.
It is not a calamity to die with dreams unfulfilled,
but it is a calamity not to dream.
It is not a disgrace not to reach the stars,
but it is a disgrace to have no stars for which to reach."

Benjamin E. Mays

APPENDIX N

SURVEYS AND MATERIALS FOR SCHOOL M

Gifted Student Characteristics
"From The Experts"

Mary Frasier says that the following similarities in giftedness cut across **all cultures**.

- Ability to manipulate symbols (verbal, analytical, musical, art)
- Ability to think logically.
- Ability to store vast amounts of information.
- Ability to reason by analogy.
- Ability to extend knowledge to new situations.

William Harris states that successful students from **disadvantaged backgrounds** have these characteristics.

- Strong sense of pride & self-worth, an identity.
- Ability to survive over "giant" odds.
- Questioning orientation - ability of self reflection.
- Awareness of other paths, alternatives (creative).
- Risk takers.
- Channel rage.

Hilliard believes that black children tend to:

- View things in their entirety and not in isolation.
- They seem to prefer inferential reasoning to deductive and or inductive reasoning.
- They appear to focus on people and their activities rather than objects.
- They tend to prefer novelty, personal freedom and distinctiveness and
- They tend to approximate space, number and time instead of aiming for complete accuracy.

Bright Child	Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Play around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top groups	Beyond the group
Listens with interest	Shows strong feelings and opinions
Listens with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys schools	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward	Thrives on complexity
sequential presentation	Is keen observer
Is alert	Is highly self-critical
Is pleased with own learning	

Totem Poles of Your Class

Directions for Finding Students With High Potential

1. Using your class roster, split your class into thirds.

2. Take one third of your class think about those students and then list the students according to the Totem Pole Model (See Example Below). Empty Totem Pole sheets are attached.

3. Repeat the procedure for the remaining two-thirds of your class.

4. List on the attached sheet the names of those students appearing more than twice in the upper half of the Totem Pole.

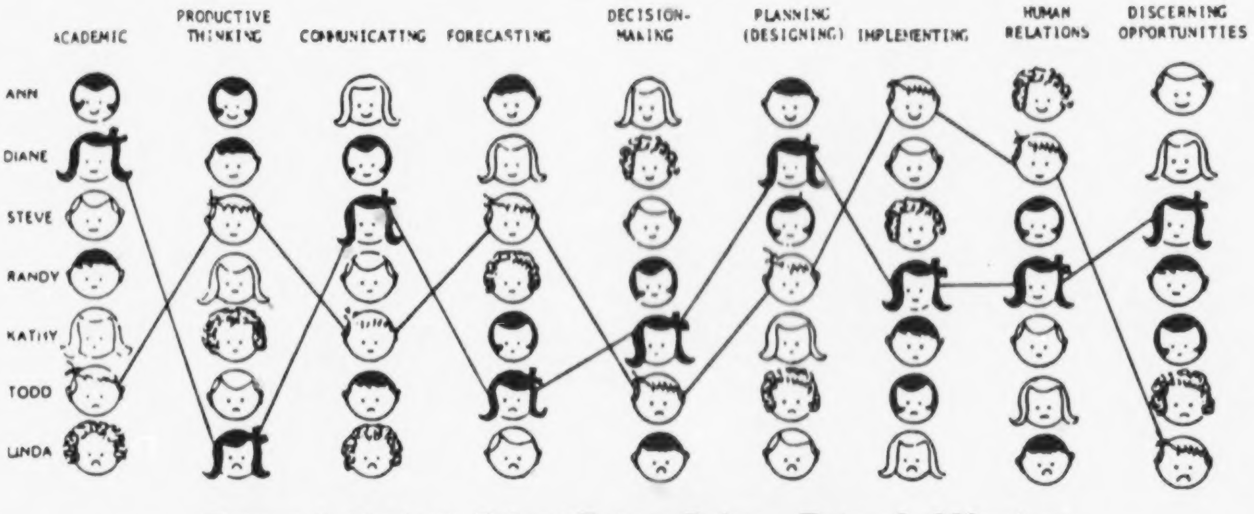

ACADEMIC
PRODUCTIVE THINKING
COMMUNICATING
FORECASTING
DECISION-MAKING
PLANNING (DESIGNING)
IMPLEMENTING
HUMAN RELATIONS
DISCERNING OPPORTUNITIES
ANN
DIANE
STEVE
RANDY
KATHY
TODD
LINDA

Figure 1. Taylor's Talent Totem Poles—Extended Version
Copyright © 1984, Calvin W. Taylor

Do You Have This Student?

I spend an inordinate amount of time dealing with small interruptions caused by this student.

This student makes me want to laugh even though I am not encouraging him/her.

This student is on my bad list, but occasionally does something or asks a question that is profound.

What student is competing with me for control of the class?

What student is not an achiever but has an amazing talent for Mathematics?

What student has an outstanding way of summing up people or occasions?

What student is quiet, but seems to be reading or collecting information in such areas as fantasy or specific subject areas like Science or Social Conflict?

What non-achieving student in class do other students think is smart?

What non-achieving student do the other gifted kids think is smart?

Tell me about a child who channels his rage. Barriers are placed against him but he has the power to overcome the odds.

____

Tell me about a child who knows more about something than anyone else.

____

Tell me about the child in your class who always has a Plan A, Plan B, C & D. They have a way to solve problems. If one way doesn't work they have another way ready . . . and may not complete anything in class.

____

Do you know a child in your class who can operate in the future with space, time & thought, the past with dinosaurs, Indians . . . can easily move through time and/or space?

____

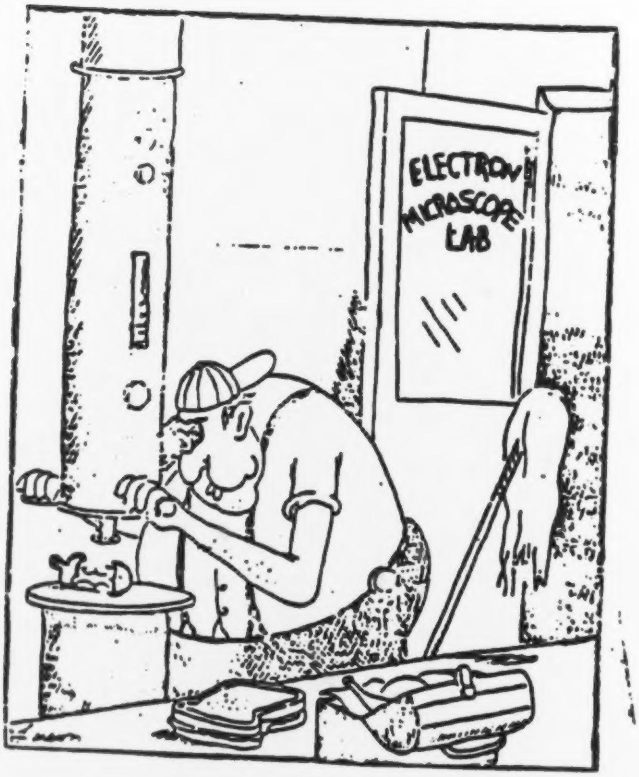
Do you have a child in your class who seems to be eternally optimistic? All can go wrong, but this child is yet undaunted?

____

Who in your class knows a lot about himself/herself. Has a strong sense of Who Am I? Where Am I Going? What is the meaning of life?

____

People may not fit our preconceived notions of gifted.


ELECTRON
MICROSCOPE
LAB

The Best We Have

"Our greatest natural resource is the minds of our children."
Walt Disney

Our Wasted Gifts

The Culturally Diverse Gifted Student

> "It must be borne in mind that the tragedy of life doesn't lie in not reaching your goal.
> *The tragedy lies in having no goal to reach.*
> It is not a calamity to die with dreams unfulfilled,
> *but it is a calamity not to dream.*
> It is not a disgrace not to reach the stars,
> *but it is a disgrace to have no stars for which to reach.*"
>
> Benjamin E. Mays

Dear

Our goal in . is to provide the best education for all children. Some children can accomplish even more than we can provide in the basic classroom. Recently, someone at our school recognized special talent(s) in your child. We want to know more about your child's talents and abilities. Please take a few minutes to complete the attached Potential Indicator Behavior Checklist. Check those behaviors that fit your child.

When you have finished, please complete the Survey of Potential Indicator Checklist. Return the Potential Indicator Behavior Checklist and the Survey of Potential Indicator Checklist in the enclosed envelope to Mr. Dan Burris.

This data will help us plan for new programs at our school next year.

Thank you for your time. You can reach me at 971-8335 with your questions.

Sincerely,

Mr. Dan Burris
Teacher

Survey
of
Potential Indicator Behavior Checklist

Thank you for being part of our quest to identify students with high potential. Your ideas about this checklist are important to us. Please share your thoughts by using the following scale:

5	Strongly agree
4	Agree
3	Can't make up my mind
2	Disagree
1	Strongly Disagree

The format of this checklist was easy to follow.

5 4 3 2 1

The time required to complete the checklist was reasonable.

5 4 3 2 1

I felt the language used in the checklist was easily understood.

5 4 3 2 1

I know my child is very bright, but my child's school is not the place where he/she can show "how he is smart". I believe this checklist helped me identify these "kinds of" smart behaviors about my (this) child.

5 4 3 2 1

Sometimes checklists do not list the ways in which my child is bright. I believe this checklist helped me in explaining how my child is bright.

5 4 3 2 1

I know my child is smart because . . . .

COMPARATIVE CHARACTERISTICS OF GIFTEDNESS

Concepts from the Literature	Manifestations of Gifted Characteristics In Gifted Black Children
1. Keen observation	Picks up more quickly on racist attitudes and practices; may feel alienated by school at an early age;
2. Interest and ability in perceiving relationships	Seeks structure and organization in required tasks; may be slow to motivate in some abstract activities;
3. Verbal proficiency, large large vocabulary, facility of expression	Many Black children have large vocabularies inappropriate for school setting; thinking in Black English may hinder the facility of expression in standard English;
4. Breadth of information	Difficult to determine many areas of experiential knowledge for Black children;
5. Questioning, curious, skeptical	Though some ask too many "wrong" questions some may have been conditioned to suppress questioning behavior;
6. Critical evaluative possessing good judgment	Explores (in perception of relationships) better or wiser choices; reads behavioral implications;
7. Creative, inventive, original	Makes up games and activities expresses original ideas in other ways;
8. Power of concentration, long attention span	May find some have extremely strong concentration due to persistent noise in environment; may also express displeasure at having to stop an activity;
9. Independence	Need for less supervision especially pronounced in Black gifted;

COMPARATIVE CHARACTERISTICS OF GIFTEDNESS

Concepts from the Literature	Manifestations of Gifted Characteristics In Gifted Black Children
10. Diversity of interests and abilities	Frequently has artistic, musical, creative writing, psychomotor or leadership talent in addition to global intellectual ability, may neglect school work due to other interests;
11. Academic facility and strength	Good at basic school tasks, may not have expected achievement due to inferior schooling.

STEREOTYPES

Is a girl named Sophia better looking than one named Bertha? Is a criminal more likely to be dark or blond? Can you guess what country a person comes from by looking at his picture? Is someone who wears glasses intelligent? If you know a person's occupation can you tell what his/her personality will be like?

While the answers to these questions is 'no,' many people believe they are true. In fact, when given questionnaires many college students characterized people only knowing their first names. They also characterized people by the country they came from, yet were wrong 93% of the time when asked to match pictures of people with the country they were from.

Stereotypes or standardized pictures, are a kind of gossip about the world. They are based in culture and beliefs. We begin to learn them as children. As adults, our stereotypes are reinforced through movies, the news, advertising, and experience. Jokes are another way that stereotypes are learned. Who hasn't heard about the meddling mother-in-law, the naive country boy or the 'sexy' farmer's daughter. In fact, without stereotypes, there would be a lot fewer jokes.

Are stereotypes bad? Not always. They help us to make sense out of a confusing world. They economize our mental efforts to understand the world by giving it an accustomed look. Considering the infinite variety of human beings, life would be very tiring if we had to start from the beginning with every person we came in contact with.

Unfortunately, stereotypes tend to make us lazy. Instead of beginning with an individual, we tend to start with a type and find exceptions to the rule. Instead of using our experience to make judgments about people, we tend to let our stereotypes judge for us. In its extreme form, laziness due to reliance on stereotypes results in prejudice.

Should we suddenly get rid of our stereotypes? No. But we should learn to be aware of them and learn to be suspicious of all judgments that we allow exceptions to prove.

Summarized from:

Heilbroner, Robert (June 1961). "Don't Let Stereotypes Warp Your Judgment." *Think, 27*, pp. 7-8.

APPENDIX O

SCREENING INSTRUMENT SURVEY
SURVEY OF POTENTIAL INDICATOR BEHAVIOR CHECKLIST

Screening Instrument Survey

At our meeting on _______________ you were given two screen instruments to help in finding students with high potential.

Which instrument did you use (Please Circle)?

Totem Poles　　Finding Young Leaders　Both

Your coments about how well this survey worked for you are important. Please consider (l) the format, (2) the time that it took to complete the screening instrument and (3) list the improvements we need to make whtn using it again.

APPENDIX P

ADDITIONAL COMMENTS FROM POTENTIAL INDICATOR BEHAVIOR CHECKLIST PARENTS AND STUDENTS

Additional Comments About Potential Indicator Behavior Checklist

Parents

I know my child is smart because . . .

She does well without any real effort on her part. If she put a little more effort into work she would excel.

She gets easily bored with subjects once she grasps them and then that leads to "chit chat" time with her neighbors.

She handles everyday responsibilities with ease.

My child is very caring to people, animals that are weaker than himself. He is very family oriented - very sensitive.

I have known his is smart since he was just a little, little boy.

She seems to understand everything. Things other kids may not unerstand.

She is always talking about new things she has found out.

She has an inquiring mind and an unforgiving memory.

She has an excellent memory. She rationalizes problems as an adult would.

Is able to understand difficult concepts.

She holds very interesting conversations and understands on levels of an adult. She reads magazines to me with understanding and works puzzles without problems. She is only in 3rd grade and sometimes assists her brother with his 7th grade homework.

She has a very good understanding of the Bible.

She asks lots of questions about everything. She is quick has imAgination an personal drive. She truly believes she can do anything if she just tries hard enough.

He is an average child at home. He must do things at school I don't know about. I will say he likes to read and is always discovering new books.

He is courious about how things work. the movement of the starts and colors are interesting to him right now.,

She has high energy - she never seems to sleep.

My first grader has the vocabulary of an "old woman". I really don't know if she is exceptionally bright, but she is smart and is above the first grade.

I actually listen to things she says.

He approaches everything with total conviction and confidence that he can do it even if he's not ready for it. His mind is always working and he talks constantly. He has a vivid imaination and is headstrong - will only occasionally compromise.

He works well alone and is not a leader. He wants to be an equal with both older children and adults. He loves a challenge. He makes up his own stories pictures and is very confident about himself. A mind that is working constantly. He's headstrong.

Students

What other qualities do you know about this person that are not on this list . . .

I'm lazy. I get bored in class

I discovered I can teach myself to think. I am teaching myself Italian and how to play the guitar.

I'm honest toward people and am helful to others.

I'm tricky - kind of honest.

I am nice, happy, smart, kind and loved.

I tell the truth when others don't.

I am smart, caregiving, immaginative, careful and fair.

I deny truth on certain things.

I worry about the homeless. I'd like to get some food and give it to them.

I can make solutions to problems all by myself.

APPENDIX Q

A COMPARISON OF CULTURE SPECIFIC BEHAVIORS REPORTED BY BLACK, HISPANIC AND WHITE STUDENTS WITH INDICATORS OF HIGH POTENTIAL

Comparison of Behaviors Reported by Black, Hispanic and White Students With High Potential about Themselves

N = 5 white; 13 black; 5 Hispanic

	Behavior	Black	Hispanic	White
	A	B	C	D
1	Is curious	X		X
2	Offers ideas or solutions	X	X	
3	Has revolutionary ideas			
4	Is uninhibited in expression of opinions			
5	Risks a wrong answer	X	X	X
6	Displays intellectual playfulness	X		
7	Displays a keen sense of humor			
8	Shows emotional sensitivity		X	
9	Is individualistic			
10	Criticizes, analyzes and questions			X
11	Has ability to add ideas			
12	May possess a special aptitude in music, art or drama		X	
13	Has original, uique ideas			
14	Has ability to grasp underling ideas			
15	Is inventive			
16	Is adventuresome or speculative			
17	Becomes absorbed in certain topics			
18	Needs little external encouragement			
19	Stays with a task for a Long time	X		X
20	Works independently			
21	Likes to organize			
22	Is interested in almost everything			X
23	Has a need for freedom		X	
24	Likes to learn some things alone		X	
25	Exhibits skilled body movements			X
26	Shows mechanical sense, knows how to "fix things"			X
27	Shows physical stamina	X		
28	Exhibits good hand-eye coordination		X	X
29	Displays a sense of rhythmic patterns			X
30	Carries responsibility well		X	X
31	Is self confident with peers and adults			
32	Seems to be well liked by classmates		X	
33	Is cooperatuve		X	X
34	Can express self well			X
35	Adapts easily to new situations			X
36	Is social; outgoing	X	X	
37	Tends to dominate others			
38	Is interested in many adult problems			
39	Has difficulty accepting authority			
40	Sometimes is non-conforming			
41	Often overreacts; may cry or show anger			
42	Often disagrees with the ideas or values of others			
43	Is a recognized leader			
44	Has a Need for freedom		X	
45	Strives for perfectism and is critical of self			
46	Evaluates and passes judgment on events and people			

BEST COPY AVAILABLE

Comparison of Behaviors Reported by Black, Hispanic and White Students With High Potential about Themselves

N = 5 white; 13 black; 5 Hispanic

	Behavior	Black	Hispanic	White
	A	B	C	D
47	Has a mathematical perception of the world			
48	When engaged in an activity, has difficulty moving to another			
49	Has the ability to transfer learning to everyday experiences			
50	Evidences outstanding vocabulary			
51	Has a large amount of knowledge			
52	Has quick mastery and recall of facts			
53	Tries to discover the how and why of things			X
54	Can make generalizations		X	X
55	Is a good guesser	X	X	X
56	Is a keen and alert observer			
57	Reasons things independently		X	
58	Fequently bored and may refuse routine tasks			
59	Not interested in details			
60	Good a games of strategy	X	X	
61	Unusually high ability in at least one subject			

BEST COPY AVAILABLE